

Documentation to the NCES Common Core of Data Public Elementary/ Secondary School Universe Survey: School Year 2009–10

Version 1a

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April 2011

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I. Introduction to the NCES Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10, Version 1a

The Common Core of Data (CCD) nonfiscal surveys consist of data submitted annually to the National Center for Education Statistics (NCES) by state education agencies (SEAs) in the 50 states, the District of Columbia, Puerto Rico, the four U.S. Island Areas (American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and the U.S. Virgin Islands), the Department of Defense (DoD) dependent schools (overseas and domestic), and the Bureau of Indian Education (BIE). In order to provide data comparable across states to the maximum extent feasible, NCES and SEAs have worked since the 1950s to develop and accept common data items and definitions. SEAs report school-, agency-, and state-level education data for the CCD through the U.S. Department of Education's *EDFacts* collection system. CCD survey staff¹ edits the data to produce a clean data file, which NCES uses to construct general-purpose publications and specialized reports. The principal users of CCD nonfiscal data are the federal government; the education research community; state and local government officials, including school boards and local education agency (LEA) administrators; and the general public.

The purpose of the CCD nonfiscal surveys is to provide a listing of all schools and agencies providing free public elementary and secondary education, along with basic descriptive statistical information on each school and agency listed. The CCD includes all settings in which free public education is provided to children. However, some SEAs do not provide information on education outside of the traditional public school system—such as schools in correctional facilities or hospitals—while others do provide this information.

In the 2009–10 CCD Public Elementary/Secondary School Universe Survey, there are 103,959 records—one for each public elementary and secondary school in the 50 states, the District of Columbia, Puerto Rico, the four U.S. Island Areas, the DoD schools (overseas and domestic), and the BIE. Schools coded as being open in the 2008–09 file, but coded as closed in the 2009–10 file (2,137 schools), will be kept on the file for one year, and then removed (i.e., they do not appear in files for subsequent years).² Closed schools are indicated by a value of '2' for the variable STATUS09. Excluding closed schools, there were 101,822 schools on the 2009–10 file—including new, added, changed agency, inactive, future, and reopened schools. Of these 101,822 schools, 91,522 are regular elementary and secondary, 2,123 are special education, 1,457 are vocational/technical, and 6,720 are other/alternative schools. The DoD dependent schools (overseas and domestic), American Samoa, and Guam did not report data for the 2009–10 school year. Their school universes were based on information from the SEAs' websites³ and all the other data items were left as missing.

¹ CCD survey staff collectively refers to staff that are employed by NCES as well as staff who are employed by other organizations who perform collection, editing, and processing tasks on behalf of NCES. For 2009–10 these organizations included staff at the U.S. Census Bureau and the American Institutes for Research.

² Includes 301 reportable programs that were incorrectly reported as schools in 2008–09. For more information, see the discussion of reportable programs as part of "TYPE09" in *Comments About the Variables*.

³ DDESS: <http://www.am.dodea.edu/ddessasc/districts/schools.html>

DODEA Pacific –Guam: <http://www.guam.pac.dodea.edu/>

American Samoa: <http://www.doe.as/index.jsp>

Guam: <http://www.gdoe.net>

The CCD system is designed to be inclusive rather than exclusive. Thus, CCD files contain a substantial number of records representing administrative and operating units that are unlike typical public schools and school districts—for example, schools or districts without students and special education schools. In 2009–10, 10 percent of all open schools were unlike typical schools (nontypical schools are types 2, 3, or 4)⁴ and 24 percent of all open school districts were unlike typical districts (nontypical districts are type 3, 4, 5, 6, 7, or 8).⁵ The CCD system provides features that enable the data provider and the data user to identify and select records according to the categories of interest to them. Definitions and categories used in the CCD are deliberately generic so that they may accommodate many and varied organizational structures used in the provision of public elementary and secondary education across the nation.

The Public Elementary/Secondary School Universe file includes data for the following variables: NCES school ID number, state school ID number, name of the school, name of the agency that operates the school, mailing address, physical location address, phone number, school type, operational status, locale code, latitude, longitude, county number, county name, full-time-equivalent (FTE) classroom teacher count, low/high grade span offered, Congressional district code, school level, free lunch eligible students, reduced-price lunch eligible students, total free and reduced-price lunch eligible, student totals and detail (by grade, by race/ethnicity, and by sex), and pupil/teacher ratio. The file also contains flags indicating whether a school is Title I eligible, schoolwide Title I eligible, a magnet school, a charter school, a shared time school, a BIE school⁶, and whether student counts by race/ethnicity were reported by five or seven racial/ethnic categories.

The remainder of this document contains a user’s guide and four appendixes. The user’s guide contains information on CCD methodology, including certain conditions that are unique to this data file.

- **Appendix A—Record Layout** gives the variable names and labels of the data elements discussed throughout the documentation, as well as their location in the data file.
- **Appendix B—Value Distribution, Field Frequencies, and Data Tables** indicates the minimum, maximum, and mean values for each continuous variable as well as the frequency,

⁴ Type codes for schools are as follows: 1—regular school; 2—special education school; 3—vocational school; and 4—other/alternative school.

⁵ Type codes for school districts are as follows: 1—local school district that is not a component of a supervisory union; 2—local school district that is a component of a supervisory union sharing a superintendent and administrative services with other local school districts; 3—supervisory union administrative center, or a county superintendent serving the same purpose; 4—regional education services agency, or a county superintendent serving the same purpose; 5—state-operated institution charged, at least in part, with providing elementary and/or secondary instruction or services to a special-needs population; 6—federally operated institution charged, at least in part, with providing elementary and/or secondary instruction or services to a special-needs population; 7—charter school agencies; and 8—other education agencies that do not fit into the first six categories.

⁶ Starting with the 2009–10 school year, the variable “BIES09” was added to the school file to indicate a state-reported school that was also reported by the Bureau of Indian Education.

- **Appendix C—Glossary** defines all of the CCD data items.
- **Appendix D—State Notes** provides comments for data users on individual states.

II. User's Guide

A. Methodology

The *EDFacts* data collection system is the primary collection tool for the CCD. NCES works collaboratively with the Department of Education's Performance Information Management Service to develop the CCD collection procedures and data definitions. Coordinators from State Education Agencies (SEAs) submit the CCD data at different levels (school, agency, and state) to the *EDFacts* collection system. Prior to submitting CCD files to *EDFacts*, SEAs must collect and compile information from their respective Local Education Agencies (LEAs) via established administrative records systems within their state or jurisdiction. Once SEAs have completed their submissions, the CCD survey staff analyzes and verifies the CCD for quality assurance. CCD survey staff routinely verified data through SEA coordinators and did not contact LEAs or individual schools to verify data except in unusual circumstances. After performing edit and consistency checks, CCD survey staff referred discrepancies to SEA coordinators for resolution.

It is CCD policy to accept the judgment of the respondent unless there is a clear conflict or unacceptable inconsistency.

In the context of the CCD, a school is an organization composed of students and staff.⁷ The CCD school definition recognizes that this organization may encompass several locations but must have a single contact point, which is the mailing address entered on the CCD school record. There may be situations in which students are attending two schools at the same time (e.g., a regular school and a vocational school). In these situations, the student is counted where he/she receives education for the majority of the time.

States report data to the *EDFacts* collection system through multiple file groups that are submitted on a reporting schedule at different dates throughout the year. The 2009–10 school year *EDFacts* collection of CCD submissions opened in January 2010. NCES extracted data from *EDFacts* between April 29th, 2010 and January 3rd, 2011. CCD processed these file groups on a flow basis, so the date of the extract for each file group and each state may vary depending on when SEAs completed their submission for each file group. Once a file group was edited and verified for a particular state, CCD survey staff did not continue to incorporate late reports or updates unless these late reports or updates resulted in a major change of the reported data. Late reports or updates from SEAs may be included in subsequent file releases.

⁷ Schools in the CCD may have no reported enrollment but still serve students because students can only be reported among the membership of one school. For example, a vocational school may serve students who are dually enrolled in a regular school and the regular school reports their membership. This vocational school serves students, but would have no reported enrollment in the CCD because the students are included in the membership of the regular school.

Comments About the Public Elementary/Secondary School Universe Survey Data File

Users of the data file need to be aware of certain characteristics of the file.

Coverage. The coverage of the Public Elementary/Secondary School Universe Survey includes all public schools providing education services to prekindergarten, kindergarten, grade 1–12, and ungraded students. There are 59 responding units: the 50 states, the District of Columbia, Puerto Rico, the Bureau of Indian Education, and the four U.S. Island Areas. The DoD dependent schools (overseas and domestic), American Samoa, and Guam did not report data for the 2009–10 school year. Their school universes were based on information from the SEAs' websites and all the other data items were left as missing.

Response. Item response is described in Appendix B—Value Distribution, Field Frequencies, and Data Tables. This appendix lists the minimum, maximum, and mean value of each numeric variable as well as the total number of units and the number of units with missing data. Appendix B also lists the frequency of responses by option for each of the categorical values.

Nonsampling error. Nonsampling error is the error in an estimate arising at any stage in the survey from sources exclusive of sampling error. Nonsampling error includes nonresponse error; data processing or data entry errors, or reporting error because respondents misinterpret survey questions or do not follow survey instructions or do not follow the item definitions correctly. State education policies may differ in such a way that does not allow them to map their data exactly to the CCD definitions. For example, some states issue several kinds of high school credentials, while other states issue a regular diploma to every student who meets requirements (which may also vary). Another source of nonsampling error may be variations in the reference period for the reported data. For example, CCD requests data for October 1 of each school year, but a state may report their information for another date because they were not able to capture the data for October 1.

Coverage error and vertical consistency. Coverage error is another source of nonsampling error; for example, the same agency or school could be reported twice (overcoverage) or an agency or school could be omitted (undercoverage). Although CCD coverage of traditional (i.e., regular; see glossary in appendix C for definition) public schools and school districts is virtually 100 percent, the same cannot be said for publicly funded education outside of traditional settings and organizations. The CCD asks states to report all free elementary/secondary public education in their state regardless of who administers the schools or districts. However, some states that do not report schools that are administered by state organizations other than SEAs (such as a health and human services or a corrections department). These schools include schools for the deaf and blind, university lab schools, and other schools not covered by the authority of the SEA. Conversely, when these institutions are correctly reported on the CCD school and agency universe files, the students and teachers may not be included in the count of persons for whom the state assumes responsibility in its official report.

NCES attempts to minimize nonsampling error through the use of annual training of SEA coordinators, extensive quality reviews, and survey editing procedures.

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Longitudinal consistency. Although longitudinal consistency is a key principle of the CCD, it is impossible for NCES to guarantee that state data coordinators follow CCD conventions regarding the deletion of closed schools or agencies and the addition of new ones. Confusion is particularly likely when local education agencies merge. Coverage issues (deletions of schools/agencies, merging of schools/agencies) can affect the ability to track a given school/agency over time.

Missing value options. All data elements are either completed by the state or have been filled with a “0,” “-1,” “-2,” “M,” or “N.”

- 0 – There are no occurrences of this data element. A value was expected and measured, but there were no cases in the category. (For example, a high school having no 12th-graders would report 0.)
- M (or -1 for numeric values) – Data are missing. A value was expected and none was measured. (For example, a school that has at least one 12th-grader but cannot measure the number of 12th-graders would report -1.)
- N (or -2 for numeric values) – Data are not applicable. A value was neither expected nor measured. (For example, an elementary school would report -2 for 12th-graders.)

Note that starting with the 2002–03 CCD, all numeric fields contain a -1 to indicate “missing” and a -2 to indicate “not applicable.” Previously, numeric fields contained an “M” for missing and an “N” for not applicable. Character fields continue to use “M” for missing and “N” for not applicable.

In the 2009–10 collection, *EDFacts* allowed states to report null values (i.e., no value at all for a cell), which are not accepted by the CCD. CCD survey staff edited null values to missing, not applicable, or zero as appropriate. Appendix D identifies missing and not applicable data items for each state.

Comments About the Variables

Data users should also take note of certain conditions regarding each variable in the file. The code in parentheses before the variable description indicates the variable name, which is also referenced in appendix A. Counts are based on schools with STATUS = 1, 3, 4, 5, 6, 7, or 8 only. (Operational status codes are defined below.)

(FIPST) ANSI⁸ State Codes. Each record contains an American National Standards Institute (ANSI) state code. A list of ANSI codes for each state and jurisdiction is presented in table 1.

⁸ American National Standards Institute (ANSI) codes replace the Federal Information Processing Standards (FIPS) codes previously issued by the National Institute of Standards and Technology (NIST) for the 50 states, the District of Columbia, and the U.S. Island Areas. ANSI code values map directly to the retired FIPS code values.

are the ANSI code.

(SCHNO) NCES School ID. Each record contains a unique NCES school identification number. Combining the NCES Local Education Agency ID with the NCES School ID allows the user to uniquely identify each school on the file.

(STID09) State Local Education Agency ID. Each record contains a State Local Education Agency ID. State Local Education Agency ID numbers are assigned by SEAs and may not be unique across states.

(SEASCH09) State School ID. Each record contains a State School ID. State School ID numbers are assigned by SEAs and may not be unique across states.

(LEANM09) Name of Education Agency. Each record includes the name of the agency that operates the school. NCES reviewed any record filling the 60 characters assigned, and may have edited the agency name to improve readability (i.e., applied standard abbreviations).

(SCHNAM09) Name of School. Each record has a school name. NCES reviewed any record filling the 50 characters assigned, and may have edited the school name to improve readability (i.e., applied standard abbreviations).

(MSTREE09) Mailing Street. This field may contain a street address or a P.O. Box number. Also, some mailing addresses consist solely of a city and state, indicated by an “N” in the street address field. This field contains an “N” for 11 records in the data file and “M” for 4 records. If mailing street, city, state, and ZIP Code fields were left blank or missing, data from the corresponding location address fields were inserted.

(MCITY09) Mailing City. There may be some valid cases in which a school may be located in one city and have a mailing address in another city.

(MSTATE09) Mailing State (PO Abbreviation). Each record contains a mailing state. There are instances where a school that is part of one state’s education system reports a mailing address in another state; these situations have been confirmed by the reporting state. A list of the 13 schools that have a mailing state code different from their ANSI state code is included at the end of this document (see table 2).

(MZIP09, MZIP409) Mailing ZIP Code +4. Each record displays a mailing ZIP Code in this field. The +4 may be left blank if it is unknown.

(PHONE09) Area Code + Telephone Number. If a valid phone number was not provided for a school for the 2009–10 school year, NCES researched prior year data files back to the 2004–05 school year to determine if a valid phone number was reported for the school in a prior year. If a valid number was found in a prior year, this phone number was carried forward to the 2009–10 data file. After completing this editing process, phone numbers are missing (“M”) for 185 records.

valid number was found in a prior year, this phone number was carried forward to the 2009–10 data file. After completing this editing process, phone numbers are missing (“M”) for 185 records.

(LSTREE09) Location Street. If the location street, city, state, and ZIP Code fields were left blank, data from the corresponding mailing address fields were inserted. In some instances, SEAs did not report physical locations for the location street field, but rather reported Post Office boxes and other addresses that did not represent the location of a school. NCES sponsored research to determine the physical location (and latitude and longitude coordinates) for these types of location street reports. Missing or nonlocation addresses (e.g., Post Office box numbers) were resolved through several means, including telephone calls to individual schools. In addition to this research, if a valid location street was not provided for a school for the 2009–10 school year, NCES researched prior year data files back to the 2004–05 school year to determine if a valid location street was reported for the school in a prior year. If a valid location street was found for a prior year, this value was carried forward to the 2009–10 data file. After completing this editing process, 212 schools have missing location street values.

(LCITY09) Location City. Each record displays a location city in this field.

(LSTATE09) Location State (PO Abbreviation). Each record displays a location state in this field.

(LZIP09, LZIP409) Location ZIP Code + 4. Each record displays a location ZIP Code in this field. The +4 may be left blank if it is unknown

(TYPE09) School Type Code. Each record contains a school type code.

- 1 = Regular school
- 2 = Special education school
- 3 = Vocational education school
- 4 = Alternative/other school
- 5 = Reportable program

Beginning with the 2007–08 school year, the CCD edits the reported school type if it does not agree with the CCD definition. For example, if a school name indicated that it focused primarily on the needs of students with disabilities or if the state reported that at least 80 percent of the students enrolled in the school had special education individual education programs (IEPs), NCES reclassified the school as a special education school. (The number of students with IEPs was reported to *EDFacts* collection system at the school and LEA level, but the CCD only contained IEP data at the LEA level.) Similarly, if a school name suggested that it was a vocational or alternative school, NCES researched the school through different resources (e.g., school website or education association) or by calling the school to determine if the school should be reclassified as a vocational or alternative school. NCES asked CCD Coordinators to review these reclassifications, and if they provided evidence that a school met the CCD criteria for the originally reported type, the school type was not changed.

(STATUS09) Operational Status Code. Each record contains a status code to reflect the school's operational status for the 2009–10 school year. Valid responses include the following:

- 1 = School was operational at the time of the last report and is currently operational.
- 2 = School has closed since the time of the last report.
- 3 = School has been opened since the time of the last report.
- 4 = School was operational at the time of the last report but was not on the CCD list at that time.
- 5 = School was listed in previous year's CCD school universe as being affiliated with a different education agency.
- 6 = School is temporarily closed and may reopen within 3 years.
- 7 = School is scheduled to be operational within 2 years.
- 8 = School was closed on previous year's file but has reopened.

Schools with an operational status code of “2” remain on the file for one year for historical purposes.

Code “6” and “7” response options for the STATUS field were added to the CCD starting with the 2002–03 file. Code “8” response option for the STATUS field was added to the CCD starting with the 2005–06 file.

(ULOCAL09) Urban-centric Locale Code. The locale code is an indication of a school's location relative to a populous area. Beginning with the 2006–07 CCD files, the locale code methodology was changed from a 1-digit code based on metropolitan statistical areas to a 2-digit code based on urban clusters. In order to distinguish the two methodologies, the older system of locale codes is referred to as “metro-centric” and the current system is referred to as “urban-centric.” The methodology used to assign locale codes is provided at the end of this section.

American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, the Virgin Islands, and the Department of Defense Dependents Schools were assigned a locale code as not applicable (N) because the geographic and governmental structures of these entities do not fit the definitional scheme used to derive the code. ULOCAL09 is shown as missing (M) for 82 schools in the states of California (35 schools), Idaho (4 schools), Illinois (1 school), Michigan (37 schools), and Pennsylvania (5 schools) because the SEAs submitted new directory information for these schools after the file had undergone geocode processing.

The 12 urban-centric locale code categories are defined below. Locale codes are divided into four main locale types (city, suburb, town, and rural) and each of the four locale types has three subtypes (large, midsize, and small for city and suburb locale types and fringe, distant, and remote for town and rural locale types).

11 = City, Large: Territory inside an urbanized area and inside a principal city with population of 250,000 or more.

12 = City, Midsize: Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000.

13 = City, Small: Territory inside an urbanized area and inside a principal city with population less than 100,000.

21 = Suburb, Large: Territory outside a principal city and inside an urbanized area with population of 250,000 or more.

22 = Suburb, Midsize: Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000.

23 = Suburb, Small: Territory outside a principal city and inside an urbanized area with population less than 100,000.

31 = Town, Fringe: Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.

32 = Town, Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.

33 = Town, Remote: Territory inside an urban cluster that is more than 35 miles of an urbanized area.

41 = Rural, Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.

42 = Rural, Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.

43 = Rural, Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

(CDCODE09) Congressional District Code. The Congressional District Code denotes legislatively defined subdivisions of a state for the purpose of electing representatives or delegates to the House of Representatives of the United States Congress. Starting in 2006–07, the Congressional Districts of the United States Code was added to the agency file. The ANSI code provides the structure of numeric codes for representing congressional districts and similar areas defined for the various Congresses of the United States. CDCODE09 is shown as missing (M) for 82 schools in the states of California (35 schools), Idaho (4 schools), Illinois (1 school), Michigan (37 schools), and Pennsylvania (5 schools) because the SEAs submitted new directory information for these schools after the file had undergone geocode processing. See appendix C for more information.

(LATCOD09) Latitude. Latitude is the north or south angular distance from the equator, with positive values going north and negative values going south. When combined with longitude, it

reflects an estimation of where the school is physically situated on the street segment to which it was coded. Coordinate degrees, minutes, and seconds have been converted to, and are displayed in terms of, their decimal equivalent. The digits to the left of the decimal point represent the number of degrees from the equator, and the digits to the right of the decimal point represent the fraction of the degree carried out to six decimal places. For example, if a building's latitude is 30 degrees, 30 minutes north, then it is shown as 30.500000. Addresses that could not be found at the Census block level were assigned a blank.

(LONCOD09) Longitude. Longitude is the east or west angular distance from the prime meridian, with positive values going east and negative values going west. When combined with latitude, it reflects an estimation of where the school is physically situated on the street segment to which it was coded. Coordinate degrees, minutes, and seconds have been converted to, and are displayed in terms of, their decimal equivalent. The digits to the left of the decimal point represent the number of degrees from the prime meridian. The digits to the right of the decimal point represent the fraction of the next degree carried out to six decimal places. For example, if a building's longitude is 90 degrees, 15 minutes west, then it is shown as -90.250000. Addresses that could not be found at the Census block level were assigned a blank.

(CONAME09) County Name. This field was added to the school file starting in 2002–03. The values for this field are determined by the Census Bureau based on the reported location address. CONAME09 is shown as missing (M) for 82 schools in the states of California (35 schools), Idaho (4 schools), Illinois (1 school), Michigan (37 schools), and Pennsylvania (5 schools) because the SEAs submitted new directory information for these schools after the file had undergone geocode processing.

(CONUM09) ANSI County Code. This field was added to the school file starting in 2002–03. The values for this field are determined by the Census Bureau based on the reported location address. A small number of supervisory unions in New England states have an ANSI county code that differs from the county in which the school is physically located. CONUM09 is shown as missing (M) for 82 schools in the states of California (35 schools), Idaho (4 schools), Illinois (1 school), Michigan (37 schools), and Pennsylvania (5 schools) because the SEAs submitted new directory information for these schools after the file had undergone geocode processing.

(FTE09) FTE Teachers. A school's count of full-time-equivalent teachers is collected to the nearest hundredth. Some schools may report teachers, but no pupils, while other schools may report pupils in membership but no teacher FTE. These are valid records indicating situations in which more than one school provides services to pupils, but the pupils are attributed to a single school to avoid double counting, or where a teacher provides services to pupils at multiple schools. An example of the former situation might be a vocational school whose pupil membership is attributed to the high school that sends its pupils to obtain vocational services.

Because teacher counts are collected at all three levels of the CCD files (school, agency, and state), one data anomaly is that the sum of teacher counts aggregated from the lower level to the state level may exceed the sum of teacher counts from a higher level aggregated to the state level (i.e., school FTE data aggregated to the state level may exceed agency-level FTE data aggregated to the state or state-level reported data). Beginning with school year 2008–09, if the

sum of teacher FTE aggregated to the state level reported on the school file exceeded the sum of teacher FTE aggregated to the state on the agency file or exceeded state file reports, teacher FTE may have been edited on one or more of the three levels. School-level FTE aggregated to the agency level is allowed to exceed agency-level FTE reports.

(GSLO09, GSHI09) Low/High Grade Span Offered. The lowest and highest grades offered in each school was calculated by NCES using two types of information reported by states: (1) binary ‘grade offered’ flags that indicate whether a given grade (e.g., prekindergarten, kindergarten, grade 1) was offered by the school; and (2) reports of enrollment by grade.

(LEVEL09) Level. A school-level code was added to the school file starting in 2000–01. This code indicates the instructional level of the school. The following codes were calculated from the school’s corresponding low/high grade span (GSLO/GSHI) values:

- 1 = Primary (low grade: PK through 03; high grade: PK through 08)
- 2 = Middle (low grade: 04 through 07; high grade: 04 through 09)
- 3 = High (low grade: 07 through 12; high grade: 12 only)
- 4 = Other (any other configuration not falling within the above three categories, including ungraded and operational schools with nonapplicable grade spans)

(TITLEI09) Title I Eligible School. This flag denotes a Title I school designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382.

- 1 = Yes
- 2 = No

(STITLI09) Schoolwide Title I. This flag denotes a program in which all the pupils in a school are designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382.

- 1 = Yes
- 2 = No

(MAGNET09) Magnet School. If a state reports MAGNET = 2 for all its schools, then MAGNET is set to “N” (not applicable).

- 1 = Yes
- 2 = No

(CHARTR09) Charter School. If a state reports CHARTR = 2 for all its schools and does not have charter school legislation, then CHARTR is set to “N” (not applicable).

- 1 = Yes
- 2 = No

- 1 = Yes
- 2 = No

(CHARTR09) Charter School. If a state reports CHARTR = 2 for all its schools and does not have charter school legislation, then CHARTR is set to “N” (not applicable).

- 1 = Yes
- 2 = No

(SHARED09) Shared Time School. This flag denotes a shared time school. Typically, this is a school offering vocational/technical education or other education services, in which some or all students are enrolled at a separate “home” school and attend the shared-time school on a part-day basis.

- 1 = Yes
- 2 = No

(BIES09) Bureau of Indian Education (BIE) School Flag. This field indicates whether or not a school was also reported by the Bureau of Indian Education in their submission of school data. This field was added to the school file in 2009–10.

- 1 = Yes.
- 2 = No.

Only states or jurisdictions other than the BIE can contain a value of “1” (“Yes”) for this flag.

(FRELCH09) Free Lunch Eligible Students. This student count may be taken by a school at a different time than the membership count; therefore, free lunch and membership counts may not be comparable in a given school. In some states, a single school may provide the free lunch program for a cluster of schools; thus, the free lunch eligible count for the school providing services may overrepresent the school’s total membership. To avoid identifying specific students as eligible for free lunch, the reported number may have been edited.

(REDLCH09) Reduced-Price Lunch Eligible Students. See preceding paragraph.

(TOTFRL09) Total Free and Reduced-Price Lunch Eligible Students. If not reported, this total field was calculated using reported free and reduced-price lunch detail.

(RACECAT09) Race/ethnicities category indicator. The data item RACECAT is a race/ethnicities category indicator that indicates whether the state reported student enrollment counts by five race/ethnicity categories or seven race/ethnicity categories. Prior to 2008–09, NCES asked states to report student enrollment counts by five racial/ethnic categories. For the 2008–09 and 2009–10 data collection, NCES asked states to submit counts of students by race/ethnicity by seven race/ethnicity categories if their state data system allowed for such

reporting. Starting 2010–11, every state and jurisdiction should report student enrollment counts by seven racial/ethnic categories. For the 2008–09 and 2009–10 data collection, the data item RACECAT contains two values:

5 = State reported student enrollment counts in the following five race/ethnicity categories: (a) American Indian/Alaska Native; (b) Asian/Pacific Islander; (c) Hispanic; (d) Black; and (e) White.

7 = State reported student enrollment counts in the following seven race/ethnicity categories: (a) American Indian/Alaska Native; (b) Asian; (c) Hispanic of any race; (d) Black; (e) White; (f) Hawaiian Native/Pacific Islander; and (g) Two or more races.

In the current file, for the states that reported five race/ethnicity categories (i.e., RACECAT09=5), the variables related to the Asian race category include students who are Asian, Hawaiian Native, or Pacific Islander; for the states that reported seven race/ethnicity categories (i.e., RACECAT09=7), the variables related to the Asian race category include Asian students only. In appendix A, the race/ethnicity categories represented by the five and seven reporting categories are followed by a notation of “(5)” or “(7),” respectively.

Student membership (MEMBER09), students by Grade (PK–12), by Race/Ethnicity, and by Sex. Membership is the count of students enrolled on October 1st of the school year. CCD collects membership counts at three levels: school, agency, and state. The total student membership reported by states at one level may often be different than what was reported at one or both of the other levels. In general, the total student membership on lower level file should be less than or equal to the total membership on higher level files. A common reason for these differences is that SEAs report a student membership in the school the student attends, but report a student’s membership in the LEA that is financially responsible for the student. For example, a regular school district may not be able to provide services to students with special needs and may instead pay tuition for students to attend private schools that provide services to students with special needs. These students are then counted in the regular school district, but not in any of the schools in CCD school file. In school year 2008–09, CCD survey staff began editing student membership at one or more levels to ensure that the sum of the lower level membership does not exceed the sum of the higher level membership. For states with membership discrepancies that exceed five percent of the lower level membership, CCD survey staff routinely follows up with SEAs and asks SEAs to verify the reported membership and provide explanations of the differences.

Ungraded Students by Race/Ethnicity and by Sex. The classification of “ungraded” is not used for students in Alabama, Alaska, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Louisiana, Maine, Maryland, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New Mexico, North Dakota, Ohio, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming, the Bureau of Indian Education, and the U.S. Virgin Islands.

set of standard geographic concepts as the metro-centric system it replaces, but it prioritizes an urban approach that combines size and distance from an urbanized area.

Locale types (city, suburb, town, and rural) and subtypes (large, midsize, and small for city and suburb locale types and fringe, distant, and remote for town and rural locale types) were assigned to all schools in the 50 states, District of Columbia, and Puerto Rico. Locale codes were not assigned for U.S. Island Areas (the U.S. Virgin Islands, Guam, American Samoa, and the Northern Mariana Islands) or the Department of Defense dependents schools (overseas). A geographic information system (GIS) was used to evaluate the spatial relationships of the various thematic layers included in the locale criteria. Distances for town and rural locale types were based on straight-line or Euclidean distance. Although this simple geometric measure does not account for the presence or absence of road networks that may offer point-to-point drive time estimates, it is also unaffected by short-term changes to the transportation infrastructure that could cause significant fluctuations in those estimates. The basic unit for these distance indicators—2.5 miles—was borrowed from the Census Bureau’s criterion for connecting densely settled non-contiguous territory to a qualifying core of an urbanized area or an urban cluster during the urban delineation process. Distances used to define locale subtypes are multiples of the basic distance unit of 2.5 miles (i.e., 2.5, 5, 10, and 25 miles for rural; 10 and 35 miles for towns).

The U.S. Island Areas, Hawaii, and Puerto Rico were classified according to the proposed locale and subtype criteria that define the four locale types and three locale subtypes. Schools were spatially integrated with these territories based on school geocodes (i.e., their position was determined by each school’s latitude and longitude). Third, the schools were assigned a locale and subtype based on their location (i.e., they received the same assignment given to the territory where they were located).

Table 1.1.American National Standards Institute (ANSI) state codes and abbreviations used in CCD datasets

State name/jurisdiction	ANSI ¹	Abbreviation ²	State name/jurisdiction	ANSI ¹	Abbreviation ²
Alabama	01	AL	Oregon	41	OR
Alaska	02	AK	Pennsylvania	42	PA
Arizona	04	AZ	Rhode Island	44	RI
Arkansas	05	AR	South Carolina	45	SC
California	06	CA	South Dakota	46	SD
Colorado	08	CO	Tennessee	47	TN
Connecticut	09	CT	Texas	48	TX
Delaware	10	DE	Utah	49	UT
District of Columbia	11	DC	Vermont	50	VT
Florida	12	FL	Virginia	51	VA
Georgia	13	GA	Washington	53	WA
Hawaii	15	HI	West Virginia	54	WV
Idaho	16	ID	Wisconsin	55	WI
Illinois	17	IL	Wyoming	56	WY
Indiana	18	IN			
Iowa	19	IA	Department of Defense		
Kansas	20	KS	dependents schools		
Kentucky	21	KY	(overseas)	58 ³	DO
Louisiana	22	LA			
Maine	23	ME	Department of Defense		
Maryland	24	MD	dependents schools		
Massachusetts	25	MA	(domestic)	61 ³	DD
Michigan	26	MI			
Minnesota	27	MN	Bureau of		
Mississippi	28	MS	Indian Education	59 ³	BI
Missouri	29	MO			
Montana	30	MT	American Samoa	60	AS
Nebraska	31	NE			
Nevada	32	NV	Guam	66	GU
New Hampshire	33	NH			
New Jersey	34	NJ	Commonwealth of the		
New Mexico	35	NM	Northern Mariana		
New York	36	NY	Islands	69	MP
North Carolina	37	NC			
North Dakota	38	ND	Puerto Rico	72	PR
Ohio	39	OH			
Oklahoma	40	OK	U.S. Virgin Islands	78	VI

¹ American National Standards Institute state codes (01–78).

² U.S. Postal Service state abbreviation codes.

³ Not official U.S. ANSI state code. The state abbreviations for Department of Defense dependents schools (overseas) are AA, AE, and AP to indicate schools located in Asia, Europe, and the Pacific, respectively. For Department of Defense dependents schools (domestic) and Bureau of Indian Education schools, state abbreviations correspond to the state in which the school is located.

SOURCE: Geography Division, Geographic Standards and Criteria Branch. (2010). "Codes for the Identification of the States, the District of Columbia, Puerto Rico, and the Insular Areas of the United States (INCITS 38:2009)." Washington, DC: U.S. Census Bureau.

Table 2. List of schools with mailing address in another state: School year 2009–10

Administration state	NCES ID	School name	City	State
Arizona	040081102855	OMBUDSMAN - CHARTER EAST II	LIBERTYVILLE	IL
District of Columbia	110007800213	NEW BEGINNINGS	LAUREL	MD
Idaho	160261000459	PLEASANT VALLEY ELEM-JR HIGH	JORDAN VALLEY	OR
New Jersey	340073903053	EXCELLENCE CS	PHILADELPHIA	PA
New York	361110000884	FISHERS ISLAND SCHOOL	NEW LONDON	CT
North Dakota	380567000826	SQUAW GAP SCHOOL	SIDNEY	MT
	382034000714	EAST FAIRVIEW ELEMENTARY SCHOOL	FAIRVIEW	MT
Ohio	390501203842	BROOKFIELD ELEMENTARY SCHOOL	SHARON	PA
South Dakota	467209000503	KLEIN ELEMENTARY - 08	VALENTINE	NE
	467209000504	LAKEVIEW ELEMENTARY - 09	CROOKSTON	NE
	467209000506	LITTLEBURG ELEMENTARY - 12	VALENTINE	NE
Utah	490090000491	NAVAJO MOUNTAIN HIGH	NAVAJO MT	AZ
Vermont	500002400180	RIVENDELL ACADEMY	ORFORD	NH

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," 2009–10, Version 1a.

B. User Guidelines for Processing the Public Elementary/Secondary School Universe Survey Data Files

Starting in 1999–2000, CCD data file names were changed to include a two-digit version number. The 2009–10 Public Elementary/Secondary School Universe Survey SAS file is called SC091A.SD2. The flat ASCII file is called SC091A.DAT. The first two characters of the file name indicate the type of file (SC = School Universe, AG = Agency Universe, ST = State), the third and fourth characters indicate the file year (09 = 2009–10 CCD collection), and the fifth and sixth characters indicate the version number (1 = final file; a = first version). The record layout for the file is contained in appendix A.

If errors are discovered in the published 1a files (final file, first version), or if states report new or corrected data, NCES may revise the file. The revised file is labeled 1b, unless another revision of the original file has occurred sometime in that year due to an NCES error found in the file.

C. Guidelines for Using the Flat ASCII Data File

When using the flat ASCII data file, care should be taken to label the identification number variables (e.g., NCESSCH) as character fields. This is necessary in order to retain the leading zero in many of the identification numbers. It is necessary to keep the leading zeroes when merging these data with other files. This can be accomplished in Excel by using the ‘Import Wizard’ to select the ID fields and set them as text fields.

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(*) Fields have two explicit decimal places, unless otherwise noted.

The file contains data for the school year 2009–10 sorted by the NCES assigned school identification code (NCESSCH). Data presented in this release are available in two formats—SAS datasets (.sas7bdat) and tab-separated values text files (.txt).

Note that starting with the 2002–03 CCD, all numeric fields contain a -1 to indicate missing and a -2 to indicate not applicable. Previously, numeric fields contained an “M” to indicate missing and an “N” to indicate not applicable. Character fields continue to use “M” for missing and “N” for not applicable. “AN” and “N” are alphanumeric and numeric data, respectively.

Variable Name	Order	Data Type	Description
NCESSCH	1	AN	Unique NCES public school ID (7-digit NCES agency ID (LEAID) + 5-digit NCES school ID (SCHNO)).
FIPST	2	AN	American National Standards Institute (ANSI) state numeric code.
LEAID	3	AN	NCES local education agency (LEA) ID. NOTE: The state to which the LEA belongs is identified by the first two digits (ANSI state code) of the LEAID.
SCHNO	4	AN	NCES school ID. NOTE: SCHNO is a unique number within an LEA. By combining LEAID with SCHNO, each school can be uniquely identified within the total file (see NCESSCH above).
STID09	5	AN	State’s own ID for the education agency.
SEASCH09	6	AN	State’s own ID for the school.
LEANM09	7	AN	Name of the education agency that operates this school.
SCHNAM09	8	AN	Name of the school.
PHONE09	9	AN	Telephone number of school.
MSTREE09	10	AN	The mailing address of the school— may be a street address, a P.O. Box number, or, if verified that there is no address beyond CITY, STATE, and ZIP, the character “N.”
MCITY09	11	AN	School mailing address city.
MSTATE09	12	AN	Two-letter U.S. Postal Service abbreviation of the state where the mailing address is located (see ANSI state codes and abbreviations used in CCD dataset).
MZIP09	13	AN	Five-digit U.S. Postal Service ZIP code for the mailing address.
MZIP409	14	AN	Four-digit (ZIP+4) code for the mailing address. If the mailing address has been assigned the additional four-digit +4 ZIP, this field contains that number; otherwise, this field is blank.

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Variable Name	Order	Data Type	Description
LSTREE09	15	AN	School location street address.
LCITY09	16	AN	School location city.
LSTATE09	17	AN	Two-letter U.S. Postal Service abbreviation of the state where the school address is located (see ANSI state codes and abbreviations used in CCD dataset).
LZIP09	18	AN	Five-digit U.S. Postal Service ZIP code for the location address.
LZIP409	19	AN	Four-digit (ZIP+4) code for the location address. If the mailing address has been assigned the additional four-digit +4 ZIP, this field contains that number; otherwise, this field is blank.
TYPE09	20	AN	NCES code for type of school: 1 = Regular school 2 = Special education school 3 = Vocational school 4 = Other/alternative school 5 = Reportable program (new code starting in 2007–08)
STATUS09	21	AN	NCES code for the school status: 1 = School was operational at the time of the last report and is currently operational. 2 = School has closed since the time of the last report. 3 = School has been opened since the time of the last report. 4 = School was operational at the time of the last report but was not on the CCD list at that time. 5 = School was listed in previous year's CCD school universe as being affiliated with a different education agency. 6 = School is temporarily closed and may reopen within 3 years. 7 = School is scheduled to be operational within 2 years. 8 = School was closed on previous year's file but has reopened.

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Variable Name	Order	Data Type	Description
ULOCAL09	22	AN	NCES urban-centric locale code.
			NOTE: Starting in 2006–07, CCD data files contain a new locale code system that is based on the urbanicity of the school location. Prior to 2006–07, the locale code was assigned based on a school’s metro status. See appendix C, Glossary, for more detail.
			11 = City, Large: Territory inside an urbanized area and inside a principal city with population of 250,000 or more.
			12 = City, Mid-size: Territory inside an urbanized area and inside a principal city with a population less than 250,000 and greater than or equal to 100,000.
			13 = City, Small: Territory inside an urbanized area and inside a principal city with a population less than 100,000.
			21 = Suburb, Large: Territory outside a principal city and inside an urbanized area with population of 250,000 or more.
			22 = Suburb, Mid-size: Territory outside a principal city and inside an urbanized area with a population less than 250,000 and greater than or equal to 100,000.
			23 = Suburb, Small: Territory outside a principal city and inside an urbanized area with a population less than 100,000.
			31 = Town, Fringe: Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.
			32 = Town, Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.
			33 = Town, Remote: Territory inside an urban cluster that is more than 35 miles from an urbanized area.
			41 = Rural, Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.
			42 = Rural, Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.
			43 = Rural, Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.
LATCOD09	23	N	Latitude: Based on the location of the school, the value of LATCOD ranges from 17 to 71. It contains an explicit decimal point. The digits to the left of the decimal represent the number of degrees from the equator; the digits to the right of the decimal represent the fraction of the next degree carried out to six decimal places.
LONCOD09	24	N	Longitude: Based on the location of the school, the value of LONCOD ranges from -65 to -177. The minus sign (-) indicates west of the prime meridian. It contains an explicit decimal point. The digits to the left of the decimal point represent the number of degrees from the prime meridian; the digits to the right of the decimal point represent the fraction of the next degree carried out to six decimal places.

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Variable Name	Order	Data Type	Description
CONUM09	25	AN	ANSI county number (two digit ANSI state numeric code + three digits ANSI county code) based on the location of the school.
CONAME09	26	AN	County name based on the location of the school.
CDCODE09	27	AN	Congressional district code based on the location of the school. ANSI numeric code for the congressional districts that are legislatively defined subdivisions of the state for the purpose of electing representatives to the House of Representative of the United States Congress. The first two digits are the ANSI state numeric code, which makes the congressional district code unique across states (see appendix C, Glossary for detail).
FTE09	28 *	N	Total full-time-equivalent classroom teachers. Full-time equivalency reported to the nearest hundredth; field includes two explicit decimal places.
GSLO09	29	AN	<p>School low grade offered. The following codes are used:</p> <p>UG = Ungraded</p> <p>PK = Prekindergarten</p> <p>KG = Kindergarten</p> <p>01–12 = 1st through 12th grade</p> <p>N = School had no students reported</p> <p>UG and N each occur only in isolation from other codes. When one of these does occur, it is both the lowest (GSLO) and the highest (GSHI) grade.</p>
GSHI09	30	AN	<p>School high grade offered. The following codes are used:</p> <p>UG = Ungraded</p> <p>PK = Prekindergarten</p> <p>KG = Kindergarten</p> <p>01–12 = 1st through 12th grade</p> <p>N = School had no students reported</p> <p>UG and N each occur only in isolation from other codes. When one of these does occur, it is both the lowest (GSLO) and the highest (GSHI) grade.</p>

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Variable Name	Order	Data Type	Description
LEVEL09	31	AN	<p>School level. The following codes were calculated from the school’s corresponding GSLO and GSHI values:</p> <p>1 = Primary (low grade = PK through 03; high grade = PK through 08)</p> <p>2 = Middle (low grade = 04 through 07; high grade = 04 through 09)</p> <p>3 = High (low grade = 07 through 12; high grade = 12 only)</p> <p>4 = Other (any other configuration not falling within the above three categories, including ungraded)</p>
TITLEI09	32	AN	<p>Title I eligible school. A Title I school designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382.</p> <p>1 = Yes</p> <p>2 = No</p>
STITLI09	33	AN	<p>School-wide Title I. A program in which all the pupils in a school are designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382.</p> <p>1 = Yes</p> <p>2 = No</p>
MAGNET09	34	AN	<p>Magnet school. Regardless of the source of funding, a magnet school or program is a special school or program designed to attract students of different racial/ethnic backgrounds for the purpose of reducing, preventing, or eliminating racial isolation and/or to provide an academic or social focus on a particular theme.</p> <p>1 = Yes</p> <p>2 = No</p>
CHARTR09	35	AN	<p>Charter school. A school that provides free elementary and/or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority.</p> <p>1 = Yes</p> <p>2 = No</p>
SHARED09	36	AN	<p>Shared-time school. A school offering vocational/technical education or other education services, in which some or all students are enrolled at a separate “home” school and attend the shared-time school on a part-day basis.</p> <p>1 = Yes</p> <p>2 = No</p>

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Variable Name	Order	Data Type	Description
BIES09	37	AN	Bureau of Indian Education (BIE) school. Indicator of whether or not a school was also reported by the Bureau of Indian Education in their submission of school data. Only schools not operated by the BIE can be flagged with a value of “1” (“Yes”). 1 = Yes. 2 = No.
FRELCH09	38	N	Count of students eligible to participate in the Free Lunch Program under the National School Lunch Act.
REDLCH09	39	N	Count of students eligible to participate in the Reduced-Price Lunch Program under the National School Lunch Act.
TOTFRL09	40	N	Total of free lunch eligible and reduced-price lunch eligible. The total is only available if both of the details (or the total) were reported.
RACECAT09	41	N	Race/ethnicities categories indicator. Indicates whether state reported student enrollment counts by five race/ethnicity categories or seven race/ethnicity categories. 5 = State reported student enrollment counts in the following five race/ethnicity categories: (a) American Indian/Alaska Native; (b) Asian/Pacific Islander; (c) Hispanic; (d) Black, non-Hispanic; and (e) White, non-Hispanic. 7 = State reported student enrollment counts in the following seven race/ethnicity categories: (a) American Indian/Alaska Native; (b) Asian; (c) Hispanic; (d) Black; (e) White; (f) Hawaiian Native/Pacific Islander; and (g) Two or more races.
PK09	42	N	Total prekindergarten students.
AMPKM09	43	N	Prekindergarten students - American Indian/Alaska Native - male.
AMPKF09	44	N	Prekindergarten students - American Indian/Alaska Native - female.
ASPKM09	45	N	Prekindergarten students - Asian - male.
ASPKF09	46	N	Prekindergarten students - Asian - female.
HIPKM09	47	N	Prekindergarten students - Hispanic - male.
HIPKF09	48	N	Prekindergarten students - Hispanic - female.
BLPKM09	49	N	Prekindergarten students - Black, non-Hispanic - male.
BLPKF09	50	N	Prekindergarten students - Black, non-Hispanic - female.
WHPKM09	51	N	Prekindergarten students - White, non-Hispanic - male.
WHPKF09	52	N	Prekindergarten students - White, non-Hispanic - female.
HPPKM09	53	N	Prekindergarten students - Hawaiian Native/Pacific Islander - male.
HPPKF09	54	N	Prekindergarten students - Hawaiian Native/Pacific Islander - female.
TRPKM09	55	N	Prekindergarten students - Two or more races - male.

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Variable Name	Order	Data Type	Description
TRPKF09	56	N	Prekindergarten students - Two or more races - female.
KG09	57	N	Total kindergarten students.
AMKGM09	58	N	Kindergarten students - American Indian/Alaska Native - male.
AMKGF09	59	N	Kindergarten students - American Indian/Alaska Native - female.
ASKGM09	60	N	Kindergarten students - Asian - male.
ASKGF09	61	N	Kindergarten students - Asian - female.
HIKGM09	62	N	Kindergarten students - Hispanic - male.
HIKGF09	63	N	Kindergarten students - Hispanic - female.
BLKGM09	64	N	Kindergarten students - Black, non-Hispanic - male.
BLKGF09	65	N	Kindergarten students - Black, non-Hispanic - female.
WHKGM09	66	N	Kindergarten students - White, non-Hispanic - male.
WHKGF09	67	N	Kindergarten students - White, non-Hispanic - female.
HPKGM09	68	N	Kindergarten students - Hawaiian Native/Pacific Islander - male.
HPKGF09	69	N	Kindergarten students - Hawaiian Native/Pacific Islander - female.
TRKGM09	70	N	Kindergarten students - Two or more races - male.
TRKGF09	71	N	Kindergarten students - Two or more races - female.
G0109	72	N	Total grade 1 students.
AM01M09	73	N	Grade 1 students - American Indian/Alaska Native - male.
AM01F09	74	N	Grade 1 students - American Indian/Alaska Native - female.
AS01M09	75	N	Grade 1 students - Asian - male.
AS01F09	76	N	Grade 1 students - Asian - female.
HI01M09	77	N	Grade 1 students - Hispanic - male.
HI01F09	78	N	Grade 1 students - Hispanic - female.
BL01M09	79	N	Grade 1 students - Black, non-Hispanic - male.
BL01F09	80	N	Grade 1 students - Black, non-Hispanic - female.
WH01M09	81	N	Grade 1 students - White, non-Hispanic - male.
WH01F09	82	N	Grade 1 students - White, non-Hispanic - female.

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Variable Name	Order	Data Type	Description
HP01M09	83	N	Grade 1 students - Hawaiian Native/Pacific Islander - male.
HP01F09	84	N	Grade 1 students - Hawaiian Native/Pacific Islander - female.
TR01M09	85	N	Grade 1 students - Two or more races - male.
TR01F09	86	N	Grade 1 students - Two or more races - female.
G0209	87	N	Total grade 2 students.
AM02M09	88	N	Grade 2 students - American Indian/Alaska Native - male.
AM02F09	89	N	Grade 2 students - American Indian/Alaska Native - female.
AS02M09	90	N	Grade 2 students - Asian - male.
AS02F09	91	N	Grade 2 students - Asian - female.
HI02M09	92	N	Grade 2 students - Hispanic - male.
HI02F09	93	N	Grade 2 students - Hispanic - female.
BL02M09	94	N	Grade 2 students - Black, non-Hispanic - male.
BL02F09	95	N	Grade 2 students - Black, non-Hispanic - female.
WH02M09	96	N	Grade 2 students - White, non-Hispanic - male.
WH02F09	97	N	Grade 2 students - White, non-Hispanic - female.
HP02M09	98	N	Grade 2 students - Hawaiian Native/Pacific Islander - male.
HP02F09	99	N	Grade 2 students - Hawaiian Native/Pacific Islander - female.
TR02M09	100	N	Grade 2 students - Two or more races - male.
TR02F09	101	N	Grade 2 students - Two or more races - female.
G0309	102	N	Total grade 3 students.
AM03M09	103	N	Grade 3 students - American Indian/Alaska Native - male.
AM03F09	104	N	Grade 3 students - American Indian/Alaska Native - female.
AS03M09	105	N	Grade 3 students - Asian - male.
AS03F09	106	N	Grade 3 students - Asian - female.
HI03M09	107	N	Grade 3 students - Hispanic - male.
HI03F09	108	N	Grade 3 students - Hispanic - female.
BL03M09	109	N	Grade 3 students - Black, non-Hispanic - male.

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Variable Name	Order	Data Type	Description
BL03F09	110	N	Grade 3 students - Black, non-Hispanic - female.
WH03M09	111	N	Grade 3 students - White, non-Hispanic - male.
WH03F09	112	N	Grade 3 students - White, non-Hispanic - female.
HP03M09	113	N	Grade 3 students - Hawaiian Native/Pacific Islander - male.
HP03F09	114	N	Grade 3 students - Hawaiian Native/Pacific Islander - female.
TR03M09	115	N	Grade 3 students - Two or more races - male.
TR03F09	116	N	Grade 3 students - Two or more races - female.
G0409	117	N	Total grade 4 students.
AM04M09	118	N	Grade 4 students - American Indian/Alaska Native - male.
AM04F09	119	N	Grade 4 students - American Indian/Alaska Native - female.
AS04M09	120	N	Grade 4 students - Asian - male.
AS04F09	121	N	Grade 4 students - Asian - female.
HI04M09	122	N	Grade 4 students - Hispanic - male.
HI04F09	123	N	Grade 4 students - Hispanic - female.
BL04M09	124	N	Grade 4 students - Black, non-Hispanic - male.
BL04F09	125	N	Grade 4 students - Black, non-Hispanic - female.
WH04M09	126	N	Grade 4 students - White, non-Hispanic - male.
WH04F09	127	N	Grade 4 students - White, non-Hispanic - female.
HP04M09	128	N	Grade 4 students - Hawaiian Native/Pacific Islander - male.
HP04F09	129	N	Grade 4 students - Hawaiian Native/Pacific Islander - female.
TR04M09	130	N	Grade 4 students - Two or more races - male.
TR04F09	131	N	Grade 4 students - Two or more races - female.
G0509	132	N	Total grade 5 students.
AM05M09	133	N	Grade 5 students - American Indian/Alaska Native - male.
AM05F09	134	N	Grade 5 students - American Indian/Alaska Native - female.
AS05M09	135	N	Grade 5 students - Asian - male.
AS05F09	136	N	Grade 5 students - Asian - female.

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Variable Name	Order	Data Type	Description
HI05M09	137	N	Grade 5 students - Hispanic - male.
HI05F09	138	N	Grade 5 students - Hispanic - female.
BL05M09	139	N	Grade 5 students - Black, non-Hispanic - male.
BL05F09	140	N	Grade 5 students - Black, non-Hispanic - female.
WH05M09	141	N	Grade 5 students - White, non-Hispanic - male.
WH05F09	142	N	Grade 5 students - White, non-Hispanic - female.
HP05M09	143	N	Grade 5 students - Hawaiian Native/Pacific Islander - male.
HP05F09	144	N	Grade 5 students - Hawaiian Native/Pacific Islander - female.
TR05M09	145	N	Grade 5 students - Two or more races - male.
TR05F09	146	N	Grade 5 students - Two or more races - female.
G0609	147	N	Total grade 6 students.
AM06M09	148	N	Grade 6 students - American Indian/Alaska Native - male.
AM06F09	149	N	Grade 6 students - American Indian/Alaska Native - female.
AS06M09	150	N	Grade 6 students - Asian - male.
AS06F09	151	N	Grade 6 students - Asian - female.
HI06M09	152	N	Grade 6 students - Hispanic - male.
HI06F09	153	N	Grade 6 students - Hispanic - female.
BL06M09	154	N	Grade 6 students - Black, non-Hispanic - male.
BL06F09	155	N	Grade 6 students - Black, non-Hispanic - female.
WH06M09	156	N	Grade 6 students - White, non-Hispanic - male.
WH06F09	157	N	Grade 6 students - White, non-Hispanic - female.
HP06M09	158	N	Grade 6 students - Hawaiian Native/Pacific Islander - male.
HP06F09	159	N	Grade 6 students - Hawaiian Native/Pacific Islander - female.
TR06M09	160	N	Grade 6 students - Two or more races - male.
TR06F09	161	N	Grade 6 students - Two or more races - female.
G0709	162	N	Total grade 7 students.
AM07M09	163	N	Grade 7 students - American Indian/Alaska Native - male.

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Variable Name	Order	Data Type	Description
AM07F09	164	N	Grade 7 students - American Indian/Alaska Native - female.
AS07M09	165	N	Grade 7 students - Asian - male.
AS07F09	166	N	Grade 7 students - Asian - female.
HI07M09	167	N	Grade 7 students - Hispanic - male.
HI07F09	168	N	Grade 7 students - Hispanic - female.
BL07M09	169	N	Grade 7 students - Black, non-Hispanic - male.
BL07F09	170	N	Grade 7 students - Black, non-Hispanic - female.
WH07M09	171	N	Grade 7 students - White, non-Hispanic - male.
WH07F09	172	N	Grade 7 students - White, non-Hispanic - female.
HP07M09	173	N	Grade 7 students - Hawaiian Native/Pacific Islander - male.
HP07F09	174	N	Grade 7 students - Hawaiian Native/Pacific Islander - female.
TR07M09	175	N	Grade 7 students - Two or more races - male.
TR07F09	176	N	Grade 7 students - Two or more races - female.
G0809	177	N	Total grade 8 students.
AM08M09	178	N	Grade 8 students - American Indian/Alaska Native - male.
AM08F09	179	N	Grade 8 students - American Indian/Alaska Native - female.
AS08M09	180	N	Grade 8 students - Asian - male.
AS08F09	181	N	Grade 8 students - Asian - female.
HI08M09	182	N	Grade 8 students - Hispanic - male.
HI08F09	183	N	Grade 8 students - Hispanic - female.
BL08M09	184	N	Grade 8 students - Black, non-Hispanic - male.
BL08F09	185	N	Grade 8 students - Black, non-Hispanic - female.
WH08M09	186	N	Grade 8 students - White, non-Hispanic - male.
WH08F09	187	N	Grade 8 students - White, non-Hispanic - female.
HP08M09	188	N	Grade 8 students - Hawaiian Native/Pacific Islander - male.
HP08F09	189	N	Grade 8 students - Hawaiian Native/Pacific Islander - female.
TR08M09	190	N	Grade 8 students - Two or more races - male.

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Variable Name	Order	Data Type	Description
TR08F09	191	N	Grade 8 students - Two or more races - female.
G0909	192	N	Total grade 9 students.
AM09M09	193	N	Grade 9 students - American Indian/Alaska Native - male.
AM09F09	194	N	Grade 9 students - American Indian/Alaska Native - female.
AS09M09	195	N	Grade 9 students - Asian - male.
AS09F09	196	N	Grade 9 students - Asian - female.
HI09M09	197	N	Grade 9 students - Hispanic - male.
HI09F09	198	N	Grade 9 students - Hispanic - female.
BL09M09	199	N	Grade 9 students - Black, non-Hispanic - male.
BL09F09	200	N	Grade 9 students - Black, non-Hispanic - female.
WH09M09	201	N	Grade 9 students - White, non-Hispanic - male.
WH09F09	202	N	Grade 9 students - White, non-Hispanic - female.
HP09M09	203	N	Grade 9 students - Hawaiian Native/Pacific Islander - male.
HP09F09	204	N	Grade 9 students - Hawaiian Native/Pacific Islander - female.
TR09M09	205	N	Grade 9 students - Two or more races - male.
TR09F09	206	N	Grade 9 students - Two or more races - female.
G1009	207	N	Total grade 10 students.
AM10M09	208	N	Grade 10 students - American Indian/Alaska Native - male.
AM10F09	209	N	Grade 10 students - American Indian/Alaska Native - female.
AS10M09	210	N	Grade 10 students - Asian - male.
AS10F09	211	N	Grade 10 students - Asian - female.
HI10M09	212	N	Grade 10 students - Hispanic - male.
HI10F09	213	N	Grade 10 students - Hispanic - female.
BL10M09	214	N	Grade 10 students - Black, non-Hispanic - male.
BL10F09	215	N	Grade 10 students - Black, non-Hispanic - female.
WH10M09	216	N	Grade 10 students - White, non-Hispanic - male.
WH10F09	217	N	Grade 10 students - White, non-Hispanic - female.

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Variable Name	Order	Data Type	Description
HP10M09	218	N	Grade 10 students - Hawaiian Native/Pacific Islander - male.
HP10F09	219	N	Grade 10 students - Hawaiian Native/Pacific Islander - female.
TR10M09	220	N	Grade 10 students - Two or more races - male.
TR10F09	221	N	Grade 10 students - Two or more races - female.
G1109	222	N	Total grade 11 students.
AM11M09	223	N	Grade 11 students - American Indian/Alaska Native - male.
AM11F09	224	N	Grade 11 students - American Indian/Alaska Native - female.
AS11M09	225	N	Grade 11 students - Asian - male.
AS11F09	226	N	Grade 11 students - Asian - female.
HI11M09	227	N	Grade 11 students - Hispanic - male.
HI11F09	228	N	Grade 11 students - Hispanic - female.
BL11M09	229	N	Grade 11 students - Black, non-Hispanic - male.
BL11F09	230	N	Grade 11 students - Black, non-Hispanic - female.
WH11M09	231	N	Grade 11 students - White, non-Hispanic - male.
WH11F09	232	N	Grade 11 students - White, non-Hispanic - female.
HP11M09	233	N	Grade 11 students - Hawaiian Native/Pacific Islander - male.
HP11F09	234	N	Grade 11 students - Hawaiian Native/Pacific Islander - female.
TR11M09	235	N	Grade 11 students - Two or more races - male.
TR11F09	236	N	Grade 11 students - Two or more races - female.
G1209	237	N	Total grade 12 students.
AM12M09	238	N	Grade 12 students - American Indian/Alaska Native - male.
AM12F09	239	N	Grade 12 students - American Indian/Alaska Native - female.
AS12M09	240	N	Grade 12 students - Asian - male.
AS12F09	241	N	Grade 12 students - Asian - female.
HI12M09	242	N	Grade 12 students - Hispanic - male.
HI12F09	243	N	Grade 12 students - Hispanic - female.
BL12M09	244	N	Grade 12 students - Black, non-Hispanic - male.

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Variable Name	Order	Data Type	Description
BL12F09	245	N	Grade 12 students - Black, non-Hispanic - female.
WH12M09	246	N	Grade 12 students - White, non-Hispanic - male.
WH12F09	247	N	Grade 12 students - White, non-Hispanic - female.
HP12M09	248	N	Grade 12 students - Hawaiian Native/Pacific Islander - male.
HP12F09	249	N	Grade 12 students - Hawaiian Native/Pacific Islander - female.
TR12M09	250	N	Grade 12 students - Two or more races - male.
TR12F09	251	N	Grade 12 students - Two or more races - female.
UG09	252	N	Total ungraded students.
AMUGM09	253	N	Ungraded students - American Indian/Alaska Native - male.
AMUGF09	254	N	Ungraded students - American Indian/Alaska Native - female.
ASUGM09	255	N	Ungraded students - Asian - male.
ASUGF09	256	N	Ungraded students - Asian - female.
HIUGM09	257	N	Ungraded students - Hispanic - male.
HIUGF09	258	N	Ungraded students - Hispanic - female.
BLUGM09	259	N	Ungraded students - Black, non-Hispanic - male.
BLUGF09	260	N	Ungraded students - Black, non-Hispanic - female.
WHUGM09	261	N	Ungraded students - White, non-Hispanic - male.
WHUGF09	262	N	Ungraded students - White, non-Hispanic - female.
HPUGM09	263	N	Ungraded students - Hawaiian Native/Pacific Islander - male.
HPUGF09	264	N	Ungraded students - Hawaiian Native/Pacific Islander - female.
TRUGM09	265	N	Ungraded students - Two or more races - male.
TRUGF09	266	N	Ungraded students - Two or more races - female.
MEMBER09	267	N	Total students, all grades: The reported total membership of the school.
AM09	268	N	American Indian/Alaska Native students. If not reported, this field was calculated by summing the AMALM09 and AMALF09 fields.
AMALM09	269	N	Total students, all grades - American Indian/Alaska Native - male.
AMALF09	270	N	Total students, all grades - American Indian/Alaska Native - female.

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Variable Name	Order	Data Type	Description
ASIAN09	271	N	Asian students. If not reported, this field was calculated by summing the ASALM09 and ASALF09 fields.
ASALM09	272	N	Total students, all grades - Asian - male.
ASALF09	273	N	Total students, all grades - Asian - female.
HISP09	274	N	Hispanic students. If not reported, this field was calculated by summing the HIALM09 and HIALF09 fields.
HIALM09	275	N	Total students, all grades - Hispanic - male.
HIALF09	276	N	Total students, all grades - Hispanic - female.
BLACK09	277	N	Black, non-Hispanic students. If not reported, this field was calculated by summing the BLALM09 and BLALF09 fields.
BLALM09	278	N	Total students, all grades - Black, non-Hispanic - male.
BLALF09	279	N	Total students, all grades - Black, non-Hispanic - female.
WHITE09	280	N	White, non-Hispanic students. If not reported, this field was calculated by summing the WHALM09 and WHALF09 fields.
WHALM09	281	N	Total students, all grades - White, non-Hispanic - male.
WHALF09	282	N	Total students, all grades - White, non-Hispanic - female.
PACIFIC09	283	N	Hawaiian Native/Pacific Islander students. If not reported, this field was calculated by summing the HPALM09 and HPALF09 fields.
HPALM09	284	N	Total students, all grades - Hawaiian Native/Pacific Islander - male.
HPALF09	285	N	Total students, all grades - Hawaiian Native/Pacific Islander - female.
TR09	286	N	Two or more races students. If not reported, this field was calculated by summing the TRALM09 and TRALF09 fields.
TRALM09	287	N	Total students, all grades - Two or more races - male.
TRALF09	288	N	Total students, all grades - Two or more races - female.
TOTETH09	289	N	Calculated school race/ethnicity membership: The sum of the fields AM09, ASIAN09, HISP09, BLACK09, WHITE09, PACIFIC09, and TR09. Students belonging to an unknown or non-CCD race category are not captured in this field.
PUPTCH09	290 *	N	Calculated pupil/teacher ratio: Total reported students (MEMBER09) divided by FTE classroom teachers (FTE09). Reported to the nearest hundredth; field includes two explicit decimal places.

**Appendix B—Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data
Public Elementary/Secondary School Universe Survey:
School Year 2009–10**

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APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common
Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10

Table B-1. Distribution of responses of character variable data, by response value: School Year 2009–10

Variable	Label	Missing	Not	Reported
			applicable	
NCESSCH	Unique school ID	0	0	103,959
LEAID	Unique agency ID (NCES assigned)	0	0	103,959
FIPST	ANSI state number	0	0	103,959
SCHNO	NCES school identifier	0	0	103,959
STID09	State local education number	0	0	103,959
SEASCH09	State school identifier	5	0	103,954
LEANM09	LEA name	0	0	103,959
SCHNAM09	School name	0	0	103,959
PHONE09	School phone number	185	22	103,752
MSTREE09	School mailing address 1	4	11	103,944
MCITY09	School mailing city	0	0	103,959
MSTATE09	School mailing USPS state abbreviation	0	0	103,959
MZIP09	School mailing ZIP	0	0	103,959
MZIP409	School mailing ZIP plus 4	24,397	0	79,562
LSTREE09	School location address 1	212	0	103,747
LCITY09	School location city	0	0	103,959
LSTATE09	School location USPS state abbreviation	0	0	103,959
LZIP09	School location ZIP	2	0	103,957
LZIP409	School location ZIP plus 4	25,465	0	78,494
CONUM09	ANSI county number	82	469	103,408
CONAME09	County name	82	469	103,408
CDCODE09	Congressional district code	82	469	103,408
LATCOD09	Latitude	0	0	103,959
LONCOD09	Longitude	0	0	103,959

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2009–10, Version 1a.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common
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Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2009–10

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
FTE09	Classroom teachers	0.0	924.5	32.0	2,918	3,184
FRELCH09	Free lunch eligible students	0.0	3,938.0	205.0	4,040	6,677
REDLCH09	Reduced-price lunch eligible students	0.0	1,117.0	40.6	4,071	6,677
TOTFRL09	Total of free and reduced-lunch eligible	0.0	4,559.0	245.6	4,040	6,677
PK09	PK students - total	0.0	1,691.0	37.0	312	74,658
AMPKM09	PK students - American Indian/Alaska Native - male	0.0	96.0	0.3	356	74,658
AMPKF09	PK students - American Indian/Alaska Native - female	0.0	83.0	0.3	356	74,658
ASPKM09	PK students - Asian - male	0.0	91.0	0.7	356	74,658
ASPKF09	PK students - Asian - female	0.0	96.0	0.6	356	74,658
HIPKM09	PK students - Hispanic - male	0.0	537.0	5.4	356	74,658
HIPKF09	PK students - Hispanic - female	0.0	500.0	4.8	356	74,658
BLPKM09	PK students - Black - male	0.0	396.0	4.0	356	74,658
BLPKF09	PK students - Black - female	0.0	407.0	3.7	356	74,658
WHPKM09	PK students - White - male	0.0	695.0	9.3	356	74,658
WHPKF09	PK students - White - female	0.0	541.0	7.3	356	74,658
HPPKM09	PK students - Hawaiian Native/Pacific Islander - male	0.0	7.0	#	7	99,189
HPPKF09	PK students - Hawaiian Native/Pacific Islander - female	0.0	8.0	#	7	99,189
TRPKM09	PK students - Two or more races - male	0.0	16.0	0.4	7	99,189
TRPKF09	PK students - Two or more races - female	0.0	15.0	0.3	7	99,189
KG09	KG students - total	0.0	944.0	69.1	188	49,990
AMKGM09	KG students - American Indian/Alaska Native - male	0.0	92.0	0.5	215	49,990
AMKGF09	KG students - American Indian/Alaska Native - female	0.0	94.0	0.4	215	49,990
ASKGM09	KG students - Asian - male	0.0	137.0	1.7	215	49,990
ASKGF09	KG students - Asian - female	0.0	108.0	1.7	215	49,990
HIKGM09	KG students - Hispanic - male	0.0	233.0	8.7	215	49,990
HIKGF09	KG students - Hispanic - female	0.0	223.0	8.3	215	49,990
BLKGM09	KG students - Black - male	0.0	235.0	5.5	215	49,990
BLKGF09	KG students - Black - female	0.0	242.0	5.2	215	49,990
WHKGM09	KG students - White - male	0.0	260.0	18.2	215	49,990
WHKGF09	KG students - White - female	0.0	276.0	16.7	215	49,990
HPKGM09	KG students - Hawaiian Native/Pacific Islander - male	0.0	13.0	0.1	7	89,864
HPKGF09	KG students - Hawaiian Native/Pacific Islander - female	0.0	15.0	0.1	7	89,864
TRKGM09	KG students - Two or more races - male	0.0	71.0	1.3	7	89,864
TRKGF09	KG students - Two or more races - female	0.0	61.0	1.2	7	89,864
G0109	Grade 1 students - total	0.0	809.0	69.4	187	49,434
AM01M09	Grade 1 students - American Indian/Alaska Native - male	0.0	86.0	0.5	203	49,434
AM01F09	Grade 1 students - American Indian/Alaska Native - female	0.0	67.0	0.4	203	49,434
AS01M09	Grade 1 students - Asian - male	0.0	140.0	1.8	203	49,434
AS01F09	Grade 1 students - Asian - female	0.0	132.0	1.7	203	49,434
HI01M09	Grade 1 students - Hispanic - male	0.0	199.0	8.8	203	49,434
HI01F09	Grade 1 students - Hispanic - female	0.0	167.0	8.3	203	49,434

See notes at end of table.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common
Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2009–10—Continued

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
BL01M09	Grade 1 students - Black - male	0.0	269.0	5.6	203	49,434
BL01F09	Grade 1 students - Black - female	0.0	270.0	5.3	203	49,434
WH01M09	Grade 1 students - White - male	0.0	307.0	18.3	203	49,434
WH01F09	Grade 1 students - White - female	0.0	270.0	17.1	203	49,434
HP01M09	Grade 1 students - Hawaiian Native/Pacific Islander - male	0.0	18.0	0.1	6	89,712
HP01F09	Grade 1 students - Hawaiian Native/Pacific Islander - female	0.0	12.0	0.1	6	89,712
TR01M09	Grade 1 students - Two or more races - male	0.0	68.0	1.1	6	89,712
TR01F09	Grade 1 students - Two or more races - female	0.0	70.0	1.1	6	89,712
G0209	Grade 2 students - total	0.0	757.0	68.1	186	49,373
AM02M09	Grade 2 students - American Indian/Alaska Native - male	0.0	87.0	0.4	198	49,373
AM02F09	Grade 2 students - American Indian/Alaska Native - female	0.0	84.0	0.4	198	49,373
AS02M09	Grade 2 students - Asian - male	0.0	118.0	1.7	198	49,373
AS02F09	Grade 2 students - Asian - female	0.0	133.0	1.7	198	49,373
HI02M09	Grade 2 students - Hispanic - male	0.0	184.0	8.4	198	49,373
HI02F09	Grade 2 students - Hispanic - female	0.0	178.0	8.1	198	49,373
BL02M09	Grade 2 students - Black - male	0.0	289.0	5.6	198	49,373
BL02F09	Grade 2 students - Black - female	0.0	262.0	5.4	198	49,373
WH02M09	Grade 2 students - White - male	0.0	269.0	18.0	198	49,373
WH02F09	Grade 2 students - White - female	0.0	233.0	16.9	198	49,373
HP02M09	Grade 2 students - Hawaiian Native/Pacific Islander - male	0.0	12.0	0.1	6	89,718
HP02F09	Grade 2 students - Hawaiian Native/Pacific Islander – female	0.0	14.0	0.1	6	89,718
TR02M09	Grade 2 students - Two or more races - male	0.0	66.0	1.1	6	89,718
TR02F09	Grade 2 students - Two or more races - female	0.0	59.0	1.0	6	89,718
G0309	Grade 3 students - total	0.0	726.0	68.9	186	49,381
AM03M09	Grade 3 students - American Indian/Alaska Native - male	0.0	76.0	0.4	198	49,381
AM03F09	Grade 3 students - American Indian/Alaska Native - female	0.0	76.0	0.4	198	49,381
AS03M09	Grade 3 students - Asian - male	0.0	112.0	1.7	198	49,381
AS03F09	Grade 3 students - Asian - female	0.0	93.0	1.7	198	49,381
HI03M09	Grade 3 students - Hispanic - male	0.0	163.0	8.4	198	49,381
HI03F09	Grade 3 students - Hispanic - female	0.0	163.0	8.0	198	49,381
BL03M09	Grade 3 students - Black - male	0.0	266.0	5.8	198	49,381
BL03F09	Grade 3 students - Black - female	0.0	282.0	5.5	198	49,381
WH03M09	Grade 3 students - White - male	0.0	256.0	18.3	198	49,381
WH03F09	Grade 3 students - White - female	0.0	252.0	17.3	198	49,381
HP03M09	Grade 3 students - Hawaiian Native/Pacific Islander - male	0.0	13.0	0.1	6	89,724
HP03F09	Grade 3 students - Hawaiian Native/Pacific Islander – female	0.0	12.0	0.1	6	89,724
TR03M09	Grade 3 students - Two or more races - male	0.0	77.0	1.1	6	89,724
TR03F09	Grade 3 students - Two or more races - female	0.0	64.0	1.0	6	89,724
G0409	Grade 4 students - total	0.0	931.0	69.0	182	49,556

See notes at end of table.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common
Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2009–10—Continued

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
AM04M09	Grade 4 students - American Indian/Alaska Native - male	0.0	72.0	0.4	194	49,556
AM04F09	Grade 4 students - American Indian/Alaska Native - female	0.0	70.0	0.4	194	49,556
AS04M09	Grade 4 students - Asian - male	0.0	130.0	1.7	194	49,556
AS04F09	Grade 4 students - Asian - female	0.0	136.0	1.7	194	49,556
HI04M09	Grade 4 students - Hispanic - male	0.0	197.0	8.2	194	49,556
HI04F09	Grade 4 students - Hispanic - female	0.0	213.0	7.9	194	49,556
BL04M09	Grade 4 students - Black - male	0.0	279.0	5.8	194	49,556
BL04F09	Grade 4 students - Black - female	0.0	267.0	5.6	194	49,556
WH04M09	Grade 4 students - White - male	0.0	349.0	18.6	194	49,556
WH04F09	Grade 4 students - White - female	0.0	321.0	17.5	194	49,556
HP04M09	Grade 4 students - Hawaiian Native/Pacific Islander - male	0.0	13.0	0.1	6	89,766
HP04F09	Grade 4 students - Hawaiian Native/Pacific Islander – female	0.0	9.0	0.1	6	89,766
TR04M09	Grade 4 students - Two or more races - male	0.0	100.0	1.0	6	89,766
TR04F09	Grade 4 students - Two or more races - female	0.0	84.0	0.9	6	89,766
G0509	Grade 5 students - total	0.0	885.0	69.3	177	50,508
AM05M09	Grade 5 students - American Indian/Alaska Native - male	0.0	76.0	0.4	182	50,508
AM05F09	Grade 5 students - American Indian/Alaska Native- female	0.0	65.0	0.4	182	50,508
AS05M09	Grade 5 students - Asian - male	0.0	108.0	1.7	182	50,508
AS05F09	Grade 5 students - Asian - female	0.0	119.0	1.6	182	50,508
HI05M09	Grade 5 students - Hispanic - male	0.0	240.0	8.1	182	50,508
HI05F09	Grade 5 students - Hispanic - female	0.0	214.0	7.8	182	50,508
BL05M09	Grade 5 students - Black - male	0.0	275.0	5.7	182	50,508
BL05F09	Grade 5 students - Black - female	0.0	278.0	5.6	182	50,508
WH05M09	Grade 5 students - White - male	0.0	369.0	18.9	182	50,508
WH05F09	Grade 5 students - White - female	0.0	332.0	17.8	182	50,508
HP05M09	Grade 5 students - Hawaiian Native/Pacific Islander - male	0.0	13.0	0.1	6	89,878
HP05F09	Grade 5 students - Hawaiian Native/Pacific Islander – female	0.0	10.0	0.1	6	89,878
TR05M09	Grade 5 students - Two or more races - male	0.0	86.0	0.9	6	89,878
TR05F09	Grade 5 students - Two or more races - female	0.0	77.0	0.9	6	89,878
G0609	Grade 6 students - total	0.0	1,138.0	95.4	144	65,182
AM06M09	Grade 6 students - American Indian/Alaska Native - male	0.0	121.0	0.6	160	65,182
AM06F09	Grade 6 students - American Indian/Alaska Native - female	0.0	93.0	0.6	160	65,182
AS06M09	Grade 6 students - Asian - male	0.0	223.0	2.3	160	65,182
AS06F09	Grade 6 students - Asian - female	0.0	221.0	2.3	160	65,182
HI06M09	Grade 6 students - Hispanic - male	0.0	468.0	11.0	160	65,182
HI06F09	Grade 6 students - Hispanic - female	0.0	442.0	10.5	160	65,182
BL06M09	Grade 6 students - Black - male	0.0	263.0	8.0	160	65,182
BL06F09	Grade 6 students - Black - female	0.0	264.0	7.7	160	65,182
WH06M09	Grade 6 students - White - male	0.0	350.0	26.2	160	65,182
WH06F09	Grade 6 students - White - female	0.0	341.0	24.7	160	65,182
HP06M09	Grade 6 students - Hawaiian Native/Pacific Islander - male	0.0	30.0	0.2	7	93,663

See notes at end of table.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common
Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2009–10—Continued

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
HP06F09	Grade 6 students - Hawaiian Native/Pacific Islander – female	0.0	19.0	0.2	7	93,663
TR06M09	Grade 6 students - Two or more races - male	0.0	183.0	1.2	7	93,663
TR06F09	Grade 6 students - Two or more races - female	0.0	158.0	1.2	7	93,663
G0709	Grade 7 students - total	0.0	1,378.0	117.0	132	72,345
AM07M09	Grade 7 students - American Indian/Alaska Native - male	0.0	121.0	0.7	156	72,345
AM07F09	Grade 7 students - American Indian/Alaska Native - female	0.0	118.0	0.7	156	72,345
AS07M09	Grade 7 students - Asian - male	0.0	286.0	2.9	156	72,345
AS07F09	Grade 7 students - Asian - female	0.0	286.0	2.8	156	72,345
HI07M09	Grade 7 students - Hispanic - male	0.0	661.0	13.4	156	72,345
HI07F09	Grade 7 students - Hispanic - female	0.0	645.0	12.8	156	72,345
BL07M09	Grade 7 students - Black - male	0.0	231.0	9.7	156	72,345
BL07F09	Grade 7 students - Black - female	0.0	227.0	9.4	156	72,345
WH07M09	Grade 7 students - White - male	0.0	419.0	32.4	156	72,345
WH07F09	Grade 7 students - White - female	0.0	371.0	30.5	156	72,345
HP07M09	Grade 7 students - Hawaiian Native/Pacific Islander - male	0.0	34.0	0.2	9	96,127
HP07F09	Grade 7 students - Hawaiian Native/Pacific Islander – female	0.0	23.0	0.2	9	96,127
TR07M09	Grade 7 students - Two or more races - male	0.0	206.0	1.5	9	96,127
TR07F09	Grade 7 students - Two or more races - female	0.0	201.0	1.5	9	96,127
G0809	Grade 8 students - total	0.0	1,402.0	115.4	131	71,849
AM08M09	Grade 8 students - American Indian/Alaska Native - male	0.0	121.0	0.7	143	71,849
AM08F09	Grade 8 students - American Indian/Alaska Native - female	0.0	105.0	0.7	143	71,849
AS08M09	Grade 8 students - Asian - male	0.0	307.0	2.9	143	71,849
AS08F09	Grade 8 students - Asian - female	0.0	277.0	2.8	143	71,849
HI08M09	Grade 8 students - Hispanic - male	0.0	685.0	12.9	143	71,849
HI08F09	Grade 8 students - Hispanic - female	0.0	642.0	12.4	143	71,849
BL08M09	Grade 8 students - Black - male	0.0	272.0	9.5	143	71,849
BL08F09	Grade 8 students - Black - female	0.0	293.0	9.3	143	71,849
WH08M09	Grade 8 students - White - male	0.0	472.0	32.3	143	71,849
WH08F09	Grade 8 students - White - female	0.0	400.0	30.4	143	71,849
HP08M09	Grade 8 students - Hawaiian Native/Pacific Islander - male	0.0	27.0	0.2	8	95,903
HP08F09	Grade 8 students - Hawaiian Native/Pacific Islander – female	0.0	26.0	0.2	8	95,903
TR08M09	Grade 8 students - Two or more races - male	0.0	212.0	1.4	8	95,903
TR08F09	Grade 8 students - Two or more races - female	0.0	225.0	1.4	8	95,903
G0909	Grade 9 students - total	0.0	2,861.0	150.2	104	76,454
AM09M09	Grade 9 students - American Indian/Alaska Native - male	0.0	238.0	1.0	118	76,454
AM09F09	Grade 9 students - American Indian/Alaska Native - female	0.0	181.0	0.9	118	76,454
AS09M09	Grade 9 students - Asian - male	0.0	452.0	3.6	118	76,454
AS09F09	Grade 9 students - Asian - female	0.0	370.0	3.4	118	76,454
HI09M09	Grade 9 students - Hispanic - male	0.0	1,038.0	17.3	118	76,454

See notes at end of table.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common
Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2009–10—Continued

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
HI09F09	Grade 9 students - Hispanic - female	0.0	815.0	16.0	118	76,454
BL09M09	Grade 9 students - Black - male	0.0	498.0	14.0	118	76,454
BL09F09	Grade 9 students - Black - female	0.0	455.0	12.9	118	76,454
WH09M09	Grade 9 students - White - male	0.0	811.0	40.8	118	76,454
WH09F09	Grade 9 students - White - female	0.0	2,011.0	38.3	118	76,454
HP09M09	Grade 9 students - Hawaiian Native/Pacific Islander - male	0.0	30.0	0.3	8	97,007
HP09F09	Grade 9 students - Hawaiian Native/Pacific Islander – female	0.0	34.0	0.3	8	97,007
TR09M09	Grade 9 students - Two or more races - male	0.0	216.0	1.8	8	97,007
TR09F09	Grade 9 students - Two or more races - female	0.0	228.0	1.7	8	97,007
G1009	Grade 10 students - total	0.0	4,915.0	144.4	103	77,254
AM10M09	Grade 10 students - American Indian/Alaska Native - male	0.0	187.0	0.9	108	77,254
AM10F09	Grade 10 students - American Indian/Alaska Native – female	0.0	177.0	0.9	108	77,254
AS10M09	Grade 10 students - Asian - male	0.0	435.0	3.7	108	77,254
AS10F09	Grade 10 students - Asian - female	0.0	359.0	3.4	108	77,254
HI10M09	Grade 10 students - Hispanic - male	0.0	675.0	15.5	108	77,254
HI10F09	Grade 10 students - Hispanic - female	0.0	633.0	14.8	108	77,254
BL10M09	Grade 10 students - Black - male	0.0	598.0	12.4	108	77,254
BL10F09	Grade 10 students - Black - female	0.0	575.0	12.1	108	77,254
WH10M09	Grade 10 students - White - male	0.0	497.0	40.3	108	77,254
WH10F09	Grade 10 students - White - female	0.0	4,321.0	38.6	108	77,254
HP10M09	Grade 10 students - Hawaiian Native/Pacific Islander – male	0.0	22.0	0.3	8	97,258
HP10F09	Grade 10 students - Hawaiian Native/Pacific Islander – female	0.0	28.0	0.3	8	97,258
TR10M09	Grade 10 students - Two or more races - male	0.0	248.0	1.6	8	97,258
TR10F09	Grade 10 students - Two or more races - female	0.0	223.0	1.6	8	97,258
G1109	Grade 11 students - total	0.0	1,835.0	135.1	104	77,439
AM11M09	Grade 11 students - American Indian/Alaska Native - male	0.0	162.0	0.8	109	77,439
AM11F09	Grade 11 students - American Indian/Alaska Native – female	0.0	150.0	0.8	109	77,439
AS11M09	Grade 11 students - Asian - male	0.0	406.0	3.5	109	77,439
AS11F09	Grade 11 students - Asian - female	0.0	309.0	3.3	109	77,439
HI11M09	Grade 11 students - Hispanic - male	0.0	575.0	13.6	109	77,439
HI11F09	Grade 11 students - Hispanic - female	0.0	541.0	13.4	109	77,439
BL11M09	Grade 11 students - Black - male	0.0	400.0	10.5	109	77,439
BL11F09	Grade 11 students - Black - female	0.0	327.0	11.0	109	77,439
WH11M09	Grade 11 students - White - male	0.0	545.0	38.9	109	77,439
WH11F09	Grade 11 students - White - female	0.0	881.0	37.5	109	77,439
HP11M09	Grade 11 students - Hawaiian Native/Pacific Islander – male	0.0	20.0	0.3	8	97,268

See notes at end of table.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common
Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2009–10—Continued

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
HP11F09	Grade 11 students - Hawaiian Native/Pacific Islander – female	0.0	33.0	0.3	8	97,268
TR11M09	Grade 11 students - Two or more races - male	0.0	278.0	1.5	8	97,268
TR11F09	Grade 11 students - Two or more races - female	0.0	256.0	1.5	8	97,268
G1209	Grade 12 students - total	0.0	1,829.0	131.4	104	77,615
AM12M09	Grade 12 students - American Indian/Alaska Native - male	0.0	194.0	0.8	110	77,615
AM12F09	Grade 12 students - American Indian/Alaska Native – female	0.0	174.0	0.8	110	77,615
AS12M09	Grade 12 students - Asian - male	0.0	342.0	3.4	110	77,615
AS12F09	Grade 12 students - Asian - female	0.0	312.0	3.3	110	77,615
HI12M09	Grade 12 students - Hispanic - male	0.0	979.0	12.5	110	77,615
HI12F09	Grade 12 students - Hispanic - female	0.0	666.0	12.5	110	77,615
BL12M09	Grade 12 students - Black - male	0.0	509.0	9.7	110	77,615
BL12F09	Grade 12 students - Black - female	0.0	479.0	10.5	110	77,615
WH12M09	Grade 12 students - White - male	0.0	488.0	38.8	110	77,615
WH12F09	Grade 12 students - White - female	0.0	871.0	37.5	110	77,615
HP12M09	Grade 12 students - Hawaiian Native/Pacific Islander – male	0.0	30.0	0.3	8	97,301
HP12F09	Grade 12 students - Hawaiian Native/Pacific Islander – female	0.0	26.0	0.3	8	97,301
TR12M09	Grade 12 students - Two or more races - male	0.0	284.0	1.4	8	97,301
TR12F09	Grade 12 students - Two or more races - female	0.0	234.0	1.4	8	97,301
UG09	Ungraded students - total	0.0	722.0	21.1	261	93,235
AMUGM09	Ungraded students - American Indian/Alaska Native - male	0.0	12.0	0.1	268	93,235
AMUGF09	Ungraded students - American Indian/Alaska Native – female	0.0	10.0	#	268	93,235
ASUGM09	Ungraded students - Asian - male	0.0	74.0	0.6	268	93,235
ASUGF09	Ungraded students - Asian - female	0.0	44.0	0.3	268	93,235
HIUGM09	Ungraded students - Hispanic - male	0.0	279.0	5.5	268	93,235
HIUGF09	Ungraded students - Hispanic - female	0.0	150.0	2.5	268	93,235
BLUGM09	Ungraded students - Black - male	0.0	283.0	4.4	268	93,235
BLUGF09	Ungraded students - Black - female	0.0	219.0	2.0	268	93,235
WHUGM09	Ungraded students - White - male	0.0	345.0	3.8	268	93,235
WHUGF09	Ungraded students - White - female	0.0	119.0	1.8	268	93,235
HPUGM09	Ungraded students - Hawaiian Native/Pacific Islander – male	0.0	2.0	#	261	98,230
HPUGF09	Ungraded students - Hawaiian Native/Pacific Islander – female	0.0	2.0	#	261	98,230
TRUGM09	Ungraded students - Two or more races - male	0.0	11.0	0.1	261	98,230
TRUGF09	Ungraded students - Two or more races - female	0.0	7.0	#	0	98,491
MEMBER09	All students - total	0.0	8,539.0	499.1	317	4,061
AM09	All students - American Indian/Alaska Native	0.0	1,388.0	6.3	397	4,254
AMALM09	All students - American Indian/Alaska Native - male	0.0	720.0	3.2	397	4,254

See notes at end of table.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10

Table B-2. Minimum, maximum, and mean for continuous variables, by variable: School Year 2009–10—Continued

Variable	Label	Minimum	Maximum	Mean	Missing	Not applicable
AMALF09	All students - American Indian/Alaska Native - female	0.0	668.0	3.1	397	4,254
ASIAN09	All students - Asian	0.0	2,922.0	24.4	397	4,254
ASALM09	All students - Asian - male	0.0	1,635.0	12.5	397	4,254
ASALF09	All students - Asian - female	0.0	1,287.0	12.0	397	4,254
HISP09	All students - Hispanic	0.0	4,232.0	113.5	397	4,254
HIALM09	All students - Hispanic - male	0.0	2,217.0	58.2	397	4,254
HIALF09	All students - Hispanic - female	0.0	2,082.0	55.3	397	4,254
BLACK09	All students - Black	0.0	5,801.0	82.4	397	4,254
BLALM09	All students - Black - male	0.0	2,807.0	41.9	397	4,254
BLALF09	All students - Black - female	0.0	2,994.0	40.4	397	4,254
WHITE09	All students - White	0.0	7,246.0	265.0	397	4,254
WHALM09	All students - White - male	0.0	3,377.0	136.6	397	4,254
WHALF09	All students - White - female	0.0	5,477.0	128.4	397	4,254
PACIFIC09	All students - Hawaiian Native/Pacific Islander	0.0	187.0	1.9	28	78,852
HPALM09	All students - Hawaiian Native/Pacific Islander - male	0.0	91.0	1.0	28	78,852
HPALF09	All students - Hawaiian Native/Pacific Islander - female	0.0	96.0	0.9	28	78,852
TR09	All students - Two or more races	0.0	1,784.0	13.3	28	78,852
TRALM09	All students - Two or more races - male	0.0	1,007.0	6.8	28	78,852
TRALF09	All students - Two or more races - female	0.0	851.0	6.6	28	78,852
TOTETH09	Total ethnic	0.0	8,278.0	495.4	397	4,254
PUPTCH09	Pupil teacher ratio	0.0	9,960.0	15.9	2,855	4,261

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2009–10, Version 1a.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common
Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10

Table B-3. Frequencies of categorical variables: School Year 2009–10

Categorical variable and label	Frequency	Percent	Cumulative frequency	Cumulative percent
School type (TYPE09)				
1—Regular	92,852	89.3	92,852	89.3
2—Special education	2,360	2.3	95,212	91.6
3—Vocational	1,470	1.4	96,682	93.0
4—Alternative/other	6,976	6.7	103,658	99.7
5—Reportable program	301	0.3	103,959	100.0
School operational status (STATUS09)				
1—Continuing	98,322	94.6	98,322	94.6
2—Closed	2,137	2.1	100,459	96.6
3—New	1,834	1.8	102,293	98.4
4—Added	56	0.1	102,349	98.5
5—Changed agency	272	0.3	102,621	98.7
6—Inactive	592	0.6	103,213	99.3
7—Future	397	0.4	103,610	99.7
8—Reopened	349	0.3	103,959	100.0
NCES urban-centric locale code (ULOCAL09)				
11—City, large	13,867	13.3	13,867	13.3
12—City, midsize	6,009	5.8	19,876	19.1
13—City, small	7,189	6.9	27,065	26.0
21—Suburb, large	23,553	22.7	50,618	48.7
22—Suburb, midsize	3,001	2.9	53,619	51.6
23—Suburb, small	1,998	1.9	55,617	53.5
31—Town, fringe	2,051	2.0	57,668	55.5
32—Town, distant	7,392	7.1	65,060	62.6
33—Town, remote	5,182	5.0	70,242	67.6
41—Rural, fringe	13,843	13.3	84,085	80.9
42—Rural, distant	11,988	11.5	96,073	92.4
43—Rural, remote	7,335	7.1	103,408	99.5
M—Missing	82	0.1	103,490	99.6
N—Not applicable	469	0.5	103,959	100.0

See notes at end of table.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common
Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10

Table B-3. Frequencies of categorical variables: School Year 2009–10—Continued

Categorical variable and label	Frequency	Percent	Cumulative frequency	Cumulative percent
School low grade offered (GSLO09)				
01—1st grade students	1,348	1.3	1,348	1.3
02—2nd grade students	676	0.7	2,024	2.0
03—3rd grade students	1,585	1.5	3,609	3.5
04—4th grade students	1,416	1.4	5,025	4.8
05—5th grade students	2,687	2.6	7,712	7.4
06—6th grade students	12,380	11.9	20,092	19.3
07—7th grade students	6,635	6.4	26,727	25.7
08—8th grade students	895	0.9	27,622	26.6
09—9th grade students	16,800	16.2	44,422	42.7
10—10th grade students	968	0.9	45,390	43.7
11—11th grade students	291	0.3	45,681	43.9
12—12th grade students	172	0.2	45,853	44.1
KG—Kindergarten students	27,315	26.3	73,168	70.4
N—Not applicable	2,236	2.2	75,404	72.5
PK—Prekindergarten students	28,133	27.1	103,537	99.6
UG—Students in ungraded classes	422	0.4	103,959	100.0
School high grade offered (GSHI09)				
01—1st grade students	542	0.5	542	0.5
02—2nd grade students	1,587	1.5	2,129	2.1
03—3rd grade students	1,622	1.6	3,751	3.6
04—4th grade students	3,880	3.7	7,631	7.3
05—5th grade students	27,267	26.2	34,898	33.6
06—6th grade students	13,744	13.2	48,642	46.8
07—7th grade students	598	0.6	49,240	47.4
08—8th grade students	21,264	20.5	70,504	67.8
09—9th grade students	1,489	1.4	71,993	69.3
10—10th grade students	426	0.4	72,419	69.7
11—11th grade students	443	0.4	72,862	70.1
12—12th grade students	26,816	25.8	99,678	95.9
KG—Kindergarten students	562	0.5	100,240	96.4
N—Not applicable	2,236	2.2	102,476	98.6
PK—Prekindergarten students	1,061	1.0	103,537	99.6
UG—Students in ungraded classes	422	0.4	103,959	100.0

See notes at end of table.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common
Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10

Table B-3. Frequencies of categorical variables: School Year 2009–10—Continued

Categorical variable and label	Frequency	Percent	Cumulative frequency	Cumulative percent
School level (LEVEL09)				
1—Primary	54,637	52.6	54,637	52.6
2—Middle	17,125	16.5	71,762	69.0
3—High	21,154	20.4	92,916	89.4
4—Other	6,966	6.7	99,882	96.1
N—Not applicable	4,077	3.9	103,959	100.0
Title I eligible school (TITLEI09)				
1—Yes	66,488	64.0	66,488	64.0
2—No	29,925	28.8	96,413	92.7
M—Missing	869	0.8	97,282	93.6
N—Not applicable	6,677	6.4	103,959	100.0
School-wide Title I (STITLI09)				
1—Yes	46,102	44.4	46,102	44.4
2—No	20,386	19.6	66,488	64.0
M—Missing	869	0.8	67,357	64.8
N—Not applicable	36,602	35.2	103,959	100.0
Magnet school indicator (MAGNET09)				
1—Yes	2,259	2.2	2,259	2.2
2—No	54,031	52.0	56,290	54.2
M—Missing	13,817	13.3	70,107	67.4
N—Not applicable	33,852	32.6	103,959	100.0
Charter school indicator (CHARTR09)				
1—Yes	5,361	5.2	5,361	5.2
2—No	86,034	82.8	91,395	87.9
M—Missing	35	#	91,430	88.0
N—Not applicable	12,529	12.1	103,959	100.0
Shared time indicator (SHARED09)				
1—Yes	2,642	2.5	2,642	2.5
2—No	80,097	77.1	82,739	79.6
M—Missing	21,220	20.4	103,959	100.0
BIE school flag (BIES09)				
1—Yes	11	#	11	#
2—No	103,948	100.0	103,959	100.0

See notes at end of table.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10

Table B-3. Frequencies of categorical variables: School Year 2009–10—Continued

Categorical variable and label	Frequency	Percent	Cumulative frequency	Cumulative percent
Race/ethnicities categories indicator (RACECAT09)				
5—5 race/ethnicity categories used in reporting	77,988	75.0	77,988	75.0
7—7 race/ethnicity categories used in reporting	25,971	25.0	103,959	100.0

Rounds to zero.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Public Elementary /Secondary School Universe Survey,” 2009–10, Version 1a.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10

Table B-4. Number of operating public elementary and secondary schools, by school type, charter, magnet, Title I and Title I schoolwide status, and state or jurisdiction: School year 2009–10

State or jurisdiction	School type					Charter	Magnet	Title I ¹	Title I schoolwide
	Regular	Special education	Vocational education	Alternative					
Reporting states²	89,018	2,089	1,417	6,293	4,952	2,213	64,811	44,512	
Alabama	1,370	41	72	117	†	31	925	879	
Alaska	450	2	3	51	25	13	359	310	
Arizona	1,939	20	207	82	504	†	1,251	873	
Arkansas	1,082	4	23	11	38	40	829	715	
California	8,472	146	75	1,375	813	1	6,044	4,245	
Colorado	1,683	9	6	95	158	25	674	438	
Connecticut	1,049	56	16	44	18	54	547	192	
Delaware	182	19	6	10	18	3	175	155	
District of Columbia	208	10	4	11	99	5	186	181	
Florida	3,398	170	53	422	412	363	2,606	2,399	
Georgia	2,248	72	1	140	63	78	1,531	1,254	
Hawaii	285	3	0	1	31	†	196	180	
Idaho	633	15	11	83	36	3	524	468	
Illinois	4,017	147	53	188	39	104	3,194	1,371	
Indiana	1,875	38	29	19	53	24	1,384	954	
Iowa	1,410	7	0	51	9	†	958	538	
Kansas	1,407	10	1	1	35	35	1,178	754	
Kentucky	1,238	10	124	170	†	41	1,079	1,008	
Louisiana	1,260	38	6	184	77	83	1,191	1,116	
Maine	619	1	27	2	†	1	544	389	
Maryland	1,321	40	24	62	42	87	409	304	
Massachusetts	1,755	23	39	19	62	—	1,038	507	
Michigan	3,332	197	38	312	294	477	2,899	1,589	
Minnesota	1,666	276	11	480	181	76	873	277	
Mississippi	928	3	90	64	1	19	706	686	
Missouri	2,181	68	66	112	48	35	1,111	501	
Montana	822	2	0	4	†	†	634	395	
Nebraska	1,087	28	0	5	†	†	528	299	
Nevada	593	10	1	32	35	24	333	288	
New Hampshire	484	0	0	0	15	†	404	115	
New Jersey	2,359	73	55	103	70	†	1,430	396	
New Mexico	808	6	1	40	72	2	751	716	
New York	4,591	105	6	28	140	183	4,259	1,595	
North Carolina	2,531	14	1	4	96	125	1,971	1,790	
North Dakota	474	34	9	0	†	†	303	78	
Ohio	3,653	64	73	6	323	†	2,863	1,975	
Oklahoma	1,786	4	0	5	18	†	1,157	987	
Oregon	1,256	2	0	43	102	†	612	420	
Pennsylvania	3,132	12	87	13	134	53	2,453	1,335	
Rhode Island	298	3	11	9	12	†	232	122	
South Carolina	1,136	10	39	21	39	†	992	927	
South Dakota	676	7	4	27	†	†	607	339	
Tennessee	1,704	19	21	28	20	32	1,429	1,344	
Texas	7,518	25	0	1,076	536	†	6,594	6,282	
Utah	862	86	6	92	72	24	276	201	

See notes at end of table.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10

Table B-4. Number of operating public elementary and secondary schools, by school type, charter, magnet, Title I and Title I schoolwide and state or jurisdiction: School year 2009–10—Continued

State or jurisdiction	School type				Charter	Magnet	Title I ¹	Title I schoolwide
	Regular	Special education	Vocational education	Alternative				
Vermont	307	0	15	1	†	2	250	183
Virginia	1,883	42	49	190	3	166	735	407
Washington	1,885	103	15	315	†	†	1,486	1,069
West Virginia	693	3	31	32	†	†	370	369
Wisconsin	2,136	9	8	89	206	4	1,558	518
Wyoming	336	3	0	24	3	†	173	79
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions								
DoDDS: DoDs Overseas ³	125	0	0	0	†	†	—	—
DDESS: DoDs Domestic ³	66	0	0	0	†	†	—	—
Bureau of Indian Education	173	0	0	0	†	†	173	173
American Samoa	28	1	1	0	—	—	—	—
Guam	40	0	0	0	—	—	—	—
Commonwealth of the Northern Mariana Islands	30	0	0	0	†	†	—	—
Puerto Rico	1,447	25	29	8	†	†	1,495	1,408
U.S. Virgin Islands	31	0	1	0	†	1	—	—

— Not available.

† Not applicable. Some states do not have charter school authorization and some states do not designate magnet schools.

Department of Defense Dependents schools (DoDDs and DDESS) do not designate Title I and Title I schoolwide eligible schools.

¹ Schools eligible for Title I schoolwide programs are also included in the counts of all Title I eligible schools.

² A reporting states' total is shown for the 50 states and District of Columbia if data for any item in the table were missing for some of the schools in the United States.

³ DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependents schools (domestic), respectively.

NOTE: The operating schools in the 50 states and DC exclude schools also reported by the Bureau of Indian Education (BIE). The number of operating schools shared with the BIE include two in Arizona, one in Michigan, and eight in North Dakota. Every school is assigned a school type based on its instructional emphasis. A school may be included under the Charter, Magnet, and/or Title I statuses, which are independent of one another and of school type. Numbers and types of schools may differ from those published by states in their own reports.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2009–10, Version 1a.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10

Table B-5. Number of students in membership in operating public elementary and secondary schools, by school type, charter, magnet, Title I and Title I schoolwide status, and state or jurisdiction: School year 2009–10

State or jurisdiction	Number of students							Title I schoolwide
	Regular	Special education	Vocational education	Alternative	Charter	Magnet	Title I ¹	
Reporting states²	48,238,807	193,212	129,840	574,381	1,611,332	1,516,392	31,859,293	22,266,028
Alabama	744,895	998	41	2,902	†	14,792	454,301	436,081
Alaska	117,598	84	769	13,210	5,196	4,288	69,966	54,531
Arizona	1,060,293	1,419	3,495	10,892	113,974	†	649,074	505,441
Arkansas	478,796	222	0	1,541	8,662	23,286	324,890	273,875
California	5,975,132	26,293	611	175,001	317,363	‡	3,748,045	2,834,898
Colorado	814,926	1,154	797	15,029	66,826	10,090	241,229	174,339
Connecticut	546,358	3,312	10,469	3,662	5,215	21,126	253,569	89,038
Delaware	114,744	1,737	7,069	1,259	9,173	1,920	101,223	86,610
District of Columbia	66,109	1,510	954	646	25,813	2,269	57,594	56,375
Florida	2,570,257	17,964	3,298	43,003	137,887	377,367	1,876,355	1,676,830
Georgia	1,656,245	8,154	0	3,286	37,545	74,063	997,571	801,719
Hawaii	179,981	79	†	136	7,869	†	114,176	101,822
Idaho	271,080	135	81	5,003	14,529	1,224	194,563	166,437
Illinois	2,080,034	8,088	220	8,199	35,836	75,685	1,568,443	714,108
Indiana	1,043,004	1,153	0	2,504	18,488	12,745	726,120	489,621
Iowa	478,318	547	†	3,258	593	†	299,208	172,991
Kansas	468,926	326	0	41	4,684	14,108	359,687	237,724
Kentucky	669,531	572	0	6,183	†	38,384	564,883	515,574
Louisiana	652,595	1,179	0	36,967	31,467	47,064	553,848	513,311
Maine	184,180	16	0	36	†	132	150,925	98,805
Maryland	827,977	4,338	8,122	7,975	11,995	75,877	178,305	132,559
Massachusetts	913,332	4,759	35,423	3,539	27,393	—	503,449	245,079
Michigan	1,549,893	31,418	1,473	35,085	110,845	218,989	1,281,414	657,309
Minnesota	806,143	15,100	9	15,684	35,375	36,667	323,010	89,976
Mississippi	492,279	202	0	0	375	4,441	342,900	330,899
Missouri	905,503	4,480	4,518	2,483	18,415	16,013	368,750	166,518
Montana	141,693	35	†	79	†	†	111,543	62,854
Nebraska	294,792	576	†	0	†	†	136,040	72,394
Nevada	422,124	709	157	5,957	11,614	34,727	217,086	187,839
New Hampshire	197,140	†	†	†	816	†	161,939	32,360
New Jersey	1,353,840	9,149	21,891	2,216	22,981	†	760,848	223,683
New Mexico	327,362	619	319	4,284	13,090	18	290,574	271,965
New York	2,729,395	22,844	6,429	7,384	43,963	112,070	2,448,874	954,436
North Carolina	1,476,561	458	235	100	38,973	89,562	1,042,315	915,597
North Dakota	93,032	23	0	†	†	†	48,220	13,140
Ohio	1,754,349	6,060	965	941	90,989	†	1,274,888	830,916
Oklahoma	653,603	237	†	962	6,315	†	410,996	338,787
Oregon	548,032	148	†	5,666	18,334	†	225,041	160,033
Pennsylvania	1,741,393	1,257	18,115	1,095	79,167	26,945	1,283,368	671,011
Rhode Island	139,781	147	1,771	1,975	3,233	†	116,462	54,887
South Carolina	721,466	825	0	851	13,035	†	588,616	527,887
South Dakota	122,383	98	19	1,209	†	†	91,528	42,416
Tennessee	967,003	1,822	1,379	2,345	4,343	17,899	752,613	686,628
Texas	4,770,849	2,412	†	76,742	148,392	†	3,707,223	3,509,130
Utah	569,093	5,948	0	7,752	33,968	11,004	131,444	93,341

See notes at end of table.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10

Table B-5. Number of students in membership in operating public elementary and secondary schools, by school type, charter, magnet, Title I and Title I schoolwide status, and state or jurisdiction: School year 2009–10—Continued

State or jurisdiction	Number of students							Title I schoolwide
	Regular	Special education	Vocational education	Alternative	Charter	Magnet	Title I ¹	
Vermont	86,118	†	0	19	†	431	63,603	45,990
Virginia	1,241,919	391	0	2,975	179	151,625	330,062	178,971
Washington	984,052	3,863	398	47,034	†	†	657,296	457,388
West Virginia	281,537	160	10	954	†	†	106,954	106,656
Wisconsin	866,214	192	803	5,112	36,153	1,581	561,921	187,342
Wyoming	86,947	0	†	1,205	269	†	36,341	17,907
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions								
DoDDS: DoDs Overseas ³	—	†	†	†	†	†	—	—
DDESS: DoDs Domestic ³	—	†	†	†	†	†	—	—
Bureau of Indian Education	41,351	†	†	†	†	†	41,351	41,351
American Samoa	—	†	†	†	†	—	—	—
Guam	—	†	†	†	†	—	—	—
Commonwealth of the Northern Mariana Islands	10,961	†	†	†	†	—	—	—
Puerto Rico	472,967	2,428	17,651	347	†	†	493,199	461,314
U.S. Virgin Islands	15,405	†	0	†	†	1,376	—	—

— Not available.

† Not applicable. Membership reported as not applicable or some states do not have charter school authorization and some states do not designate magnet schools. Department of Defense Dependents schools (DoDDS and DDESS) do not designate Title 1 and Title 1 schoolwide eligible schools.

‡ Reporting standards not met. Data missing for more than 80 percent of schools in the state or jurisdiction.

¹ Schools eligible for Title I schoolwide programs are also included in the count of all Title I eligible schools.

² A reporting states' total is shown for the 50 states and District of Columbia if data for any item in the table were missing for some of the schools in the United States.

³ DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependents schools (domestic), respectively.

NOTE: The operating schools in the 50 states and DC exclude schools also reported by the Bureau of Indian Education (BIE). The number of operating schools shared with the BIE include two in Arizona, one in Michigan, and eight in North Dakota. Every school is assigned a school type based on its instructional emphasis. A school may be included under the Charter, Magnet, and/or Title I statuses, which are independent of one another and of school type. Numbers and types of schools may differ from those published by states in their own reports.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2009-10, Version 1a.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10

Table B-6. Median student/teacher ratio for regular operating public elementary and secondary schools with membership, by instructional level and state or jurisdiction: School year 2009–10

State or jurisdiction	Total		Primary		Middle		High		Other	
	Number of students	Median student/teacher ratio	Number of students	Median student/teacher ratio	Number of students	Median student/teacher ratio	Number of students	Median student/teacher ratio	Number of students	Median student/teacher ratio
United States¹	48,019,722	15.5	23,473,930	15.7	9,434,812	15.2	13,715,662	15.2	1,395,318	13.9
Alabama	713,416	16.0	316,750	15.5	136,261	16.2	193,364	17.3	67,041	15.3
Alaska	117,283	13.6	53,986	15.5	16,563	15.9	30,387	16.3	16,347	10.0
Arizona	945,681	18.1	525,441	17.8	145,319	18.6	264,948	19.8	9,973	16.4
Arkansas	478,796	12.5	227,693	13.9	104,251	11.5	132,162	10.4	14,690	11.7
California	5,973,546	21.5	2,981,367	21.1	1,089,107	22.9	1,781,711	23.3	121,361	20.9
Colorado	814,291	16.5	419,458	16.6	142,618	16.0	215,083	16.5	37,132	15.4
Connecticut	545,881	13.8	267,097	14.4	113,377	12.7	157,281	13.0	8,126	12.5
Delaware	114,744	15.0	56,768	14.9	26,609	15.0	29,479	15.4	1,888	15.5
District of Columbia	64,890	11.2	37,918	11.1	8,372	11.6	13,613	10.9	4,987	11.6
Florida	2,557,980	15.4	1,264,233	14.7	511,321	17.1	714,377	18.8	68,049	15.2
Georgia	1,656,064	14.5	810,681	14.3	369,613	14.3	453,364	15.6	22,406	13.2
Hawaii	179,981	15.6	92,384	15.6	29,150	15.7	51,896	16.0	6,551	13.2
Idaho	271,050	18.0	128,606	18.6	55,332	17.4	70,220	16.3	16,892	13.9
Illinois	2,074,562	15.8	1,068,923	16.5	364,087	14.7	607,200	14.9	34,352	14.5
Indiana	1,043,004	17.3	494,967	17.4	205,198	17.2	316,821	17.4	26,018	16.2
Iowa	478,318	13.4	226,714	13.7	97,405	13.5	142,835	12.7	11,364	11.2
Kansas	467,179	13.3	230,566	13.8	90,836	13.0	138,126	12.2	7,651	11.7
Kentucky	669,531	19.7	342,824	19.4	130,258	20.5	187,081	20.6	9,368	17.0
Louisiana	648,604	14.2	328,926	14.3	119,811	14.2	156,054	14.1	43,813	13.3
Maine	184,090	11.6	85,606	11.7	40,429	11.6	55,434	11.4	2,621	9.1
Maryland	827,853	14.9	410,562	14.9	163,356	14.6	248,512	16.0	5,423	13.3
Massachusetts	913,332	14.0	428,465	14.4	198,329	13.2	255,145	13.5	31,393	16.4
Michigan	1,548,109	18.1	713,216	17.8	311,443	18.1	467,869	19.3	55,581	16.2
Minnesota	805,548	15.7	378,621	15.4	149,089	16.9	259,915	15.7	17,923	14.1
Mississippi	492,279	15.6	222,975	16.4	99,019	13.9	134,421	15.2	35,864	14.9
Missouri	899,167	13.5	432,088	13.4	179,878	14.1	263,369	12.9	23,832	12.7
Montana	141,693	11.5	68,691	12.2	29,153	11.6	43,849	10.2	0	†
Nebraska	294,778	12.5	150,397	13.1	47,957	13.0	96,424	10.6	0	†
Nevada	418,262	18.1	205,401	17.3	91,592	22.1	114,899	21.1	6,370	18.1
New Hampshire	195,883	12.1	87,795	12.3	44,624	11.8	63,087	12.2	377	7.9
New Jersey	1,353,748	14.3	662,978	14.7	271,168	13.8	391,955	13.8	27,647	14.7
New Mexico	327,362	14.6	163,240	14.7	67,275	14.4	88,357	14.2	8,490	14.3
New York	2,727,136	13.2	1,266,952	13.4	511,083	12.6	832,879	13.6	116,222	11.9
North Carolina	1,476,561	15.1	713,668	15.1	313,844	15.1	412,314	15.4	36,735	9.7
North Dakota	93,032	10.8	46,152	10.9	14,543	12.7	30,809	9.8	1,528	12.3
Ohio	1,749,296	17.4	803,142	18.3	357,254	16.4	514,892	16.3	74,008	16.8
Oklahoma	653,603	14.9	349,278	15.6	125,432	14.7	164,353	12.8	14,540	16.4
Oregon	545,655	19.8	259,160	19.8	108,925	20.2	165,794	19.7	11,776	14.8
Pennsylvania	1,741,393	14.1	793,857	14.3	331,780	13.3	534,293	14.1	81,463	13.8
Rhode Island	139,551	13.2	64,081	13.5	32,163	12.5	43,181	12.4	126	5.5
South Carolina	721,277	15.7	349,508	15.6	155,206	15.4	203,321	16.4	13,242	14.3
South Dakota	122,155	12.0	59,130	11.8	26,407	13.2	36,581	11.1	37	18.5
Tennessee	964,314	15.2	479,576	14.7	178,875	16.3	268,490	16.4	37,373	15.2
Texas	4,763,411	14.7	2,370,669	15.2	1,048,126	14.1	1,193,458	12.6	151,158	11.7
Utah	568,472	23.3	313,712	23.5	104,151	22.9	124,215	22.6	26,394	23.4

See notes at end of table.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10

Table B-6. Median student/teacher ratio for regular operating public elementary and secondary schools with membership, by instructional level and state or jurisdiction: School year 2009–10—Continued

State or jurisdiction	Total		Primary		Middle		High		Other	
	Number of students	Median student/teacher ratio	Number of students	Median student/teacher ratio	Number of students	Median student/teacher ratio	Number of students	Median student/teacher ratio	Number of students	Median student/teacher ratio
Vermont	86,118	10.6	46,074	10.6	8,190	10.5	26,787	10.7	5,067	9.8
Virginia	1,241,919	17.0	600,509	16.6	252,188	17.1	378,433	18.5	10,789	16.0
Washington	976,952	19.0	468,703	18.7	185,710	19.5	280,881	20.2	41,658	18.2
West Virginia	281,537	14.6	139,337	14.9	55,689	13.6	76,733	14.6	9,778	13.7
Wisconsin	864,333	14.7	423,808	14.9	156,301	14.1	265,861	14.8	18,363	13.4
Wyoming	86,102	11.8	41,277	12.0	20,145	12.2	23,149	10.8	1,531	8.9
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions										
DoDDS: DoDs Overseas ²	—	—	—	—	—	—	—	—	—	—
DDESS: DoDs Domestic ²	—	—	—	—	—	—	—	—	—	—
Bureau of Indian Education	39,188	11.4	19,766	12.3	825	8.6	5,417	12.1	13,180	9.6
American Samoa	—	—	—	—	—	—	—	—	—	—
Guam	—	—	—	—	—	—	—	—	—	—
Commonwealth of the										
Northern Mariana Islands	10,499	18.6	5,457	18.7	1,684	20.1	3,304	17.8	54	18.0
Puerto Rico	472,967	12.4	220,593	11.9	89,813	13.0	91,791	14.6	70,770	12.1
U.S. Virgin Islands	15,405	12.1	7,578	12.3	2,620	11.3	5,065	13.9	142	5.1

— Not available.

† Not applicable.

¹ U.S. totals include the 50 states and the District of Columbia.

² DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependents schools (domestic), respectively.

NOTE: The operating schools in the 50 states and DC exclude schools also reported by the Bureau of Indian Education (BIE). The number of operating schools shared with the BIE include two in Arizona, one in Michigan, and eight in North Dakota. Every school is assigned a school type based on its instructional emphasis. Instructional levels are primary (low grade prekindergarten to 3, high grade up to 8); middle (low grade 4 to 7, high grade 4 to 9); high (low grade 7 to 12, high grade 12 only); and other (any configuration not falling within the previous three, including ungraded schools). Table includes only those schools with one or more teachers. U.S. total averages are the ratio of total students to total teacher FTE.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2009-10, Version 1a.

**APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common
Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10**

Table B-7. Average student membership size of regular operating public elementary and secondary schools with membership, by instructional level and state or jurisdiction: School year 2009–10

State or jurisdiction	Total ¹		Primary		Middle		High		Other	
	Number of schools	Average student membership	Number of schools	Average student membership	Number of schools	Average student membership	Number of schools	Average student membership	Number of schools	Average student membership
United States²	88,214	546.8	52,306	450.8	16,451	574.8	16,077	856.3	3,380	424.9
Alabama	1,347	553.0	707	473.0	269	533.5	270	740.5	101	663.8
Alaska	450	261.3	171	317.5	36	460.1	51	595.8	192	85.2
Arizona	1,912	554.5	1,131	509.1	268	559.0	401	734.5	112	358.0
Arkansas	1,078	444.2	547	416.3	224	465.4	279	473.7	28	524.6
California	8,392	712.0	5,619	530.6	1,358	802.5	1,209	1474.3	206	589.7
Colorado	1,683	484.2	1,027	409.0	296	481.8	290	741.7	70	530.5
Connecticut	1,040	525.3	661	404.8	194	584.4	164	959.1	21	387.0
Delaware	181	633.9	111	511.4	39	682.3	27	1091.8	4	472.0
District of Columbia	198	333.9	133	294.3	27	310.1	26	523.6	12	415.6
Florida	3,222	797.7	2,026	627.5	580	883.4	450	1589.7	166	428.5
Georgia	2,236	740.7	1,305	621.2	493	749.7	383	1183.8	55	410.0
Hawaii	284	633.7	181	510.4	38	767.1	39	1330.7	26	252.0
Idaho	632	428.9	354	363.3	113	489.7	120	585.2	45	376.0
Illinois	4,005	519.4	2,527	424.2	775	470.4	645	942.0	58	619.8
Indiana	1,867	558.7	1,137	435.3	347	591.3	337	940.1	46	565.6
Iowa	1,402	341.2	759	298.7	289	337.0	316	452.0	38	299.1
Kansas	1,380	339.8	764	303.3	253	361.1	333	415.0	30	255.0
Kentucky	1,217	550.1	754	454.7	229	568.8	213	878.3	21	446.1
Louisiana	1,259	518.3	712	465.3	243	496.4	212	737.0	92	482.7
Maine	619	297.5	383	223.5	114	355.4	109	508.6	13	201.6
Maryland	1,321	626.8	886	463.5	234	698.1	186	1336.1	15	361.5
Massachusetts	1,755	520.4	1,039	412.4	333	595.6	282	904.8	101	310.8
Michigan	3,249	477.0	1,846	386.5	607	513.3	633	739.9	163	346.7
Minnesota	1,647	489.5	912	415.6	253	589.3	431	603.4	51	351.4
Mississippi	924	532.8	456	489.0	192	515.7	200	672.1	76	471.9
Missouri	2,166	418.1	1,243	349.7	383	474.5	485	546.0	55	442.1
Montana	822	172.4	423	162.4	231	126.2	168	261.0	0	†
Nebraska	1,021	288.7	619	243.0	126	380.6	276	349.4	0	†
Nevada	590	715.5	371	558.5	108	858.8	98	1176.3	13	531.3
New Hampshire	483	408.2	294	299.4	97	460.9	88	727.5	4	94.3
New Jersey	2,358	574.1	1,506	440.2	445	609.5	340	1152.8	67	413.4
New Mexico	804	407.2	456	358.0	173	388.9	152	581.3	23	369.1
New York ²	4,584	595.4	2,540	499.4	856	597.9	916	909.3	272	427.3
North Carolina	2,507	589.0	1,411	505.8	484	648.4	469	879.1	143	256.9
North Dakota	471	197.5	267	172.9	40	363.6	161	191.4	3	509.3
Ohio	3,644	481.4	1,999	402.4	729	490.8	776	667.2	140	530.9
Oklahoma	1,786	366.0	971	359.7	334	375.5	461	356.5	20	727.0
Oregon	1,252	437.7	733	354.7	211	516.3	249	668.7	59	213.3
Pennsylvania	3,120	558.1	1,846	430.0	554	598.9	602	887.5	118	690.4
Rhode Island	295	473.8	190	337.3	58	556.9	46	940.8	1	126.0
South Carolina	1,132	637.3	657	532.3	258	601.6	195	1042.7	22	601.9
South Dakota	670	182.7	336	176.0	167	158.2	166	221.7	1	37.0
Tennessee	1,672	578.4	1,007	477.6	303	591.9	284	946.1	78	487.9
Texas	7,490	637.0	4,326	549.0	1,690	620.5	1,128	1059.9	346	437.9
Utah	851	668.7	547	574.4	131	795.0	132	941.1	41	646.3

See notes at end of table.

APPENDIX B— Value Distribution, Field Frequencies, and Data Tables for the Common Core of Data Public Elementary/Secondary School Universe Survey: School Year 2009–10

Table B-7. Average student membership size of regular operating public elementary and secondary schools with membership, by instructional level and state or jurisdiction: School year 2009–10—Continued

State or jurisdiction	Total ¹		Primary		Middle		High		Other	
	Number of schools	Average student membership	Number of schools	Average student membership	Number of schools	Average student membership	Number of schools	Average student membership	Number of schools	Average student membership
Vermont	307	280.5	220	209.4	26	315.0	44	608.8	17	298.1
Virginia	1,866	665.6	1,194	502.9	349	722.6	306	1236.7	17	634.6
Washington	1,865	527.6	1,125	419.7	329	567.0	302	936.8	109	388.8
West Virginia	692	406.8	447	311.7	121	460.2	105	730.8	19	514.6
Wisconsin	2,132	406.3	1,236	344.2	375	416.9	461	577.2	60	307.2
Wyoming	334	260.3	194	217.0	69	292.0	61	379.5	10	155.0
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions										
DoDDS: DoDs Overseas ³	—	—	—	—	—	—	—	—	—	—
DDESS: DoDs Domestic ³	—	—	—	—	—	—	—	—	—	—
Bureau of Indian Education	173	239.0	103	202.3	5	165.0	18	319.8	47	296.4
American Samoa	—	—	—	—	—	—	—	—	—	—
Guam	—	—	—	—	—	—	—	—	—	—
Commonwealth of the Northern Mariana Islands	30	365.4	21	281.9	3	561.3	5	660.8	1	54.0
Puerto Rico	1,447	326.9	871	253.3	236	380.6	164	559.7	176	402.1
U.S. Virgin Islands	31	496.9	20	378.9	6	436.7	4	1266.3	1	142.0

— Not available.

† Not applicable.

¹ Total schools include primary, middle, high, and other schools.

² U.S. totals include the 50 states and the District of Columbia.

³ DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependents schools (domestic), respectively.

NOTE: The operating schools in the 50 states and DC exclude schools also reported by the Bureau of Indian Education (BIE). The number of operating schools shared with the BIE include two in Arizona, one in Michigan, and eight in North Dakota. Every school is assigned a school type based on its instructional emphasis. Instructional levels are primary (low grade prekindergarten to 3, high grade up to 8); middle (low grade 4 to 7, high grade 4 to 9); high (low grade 7 to 12, high grade 12 only); and other (any configuration not falling within the previous three, including ungraded schools).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2009–10, Version 1a.

Table B-8. Number of operating city, suburban, town, and rural public elementary and secondary schools with membership and percentage distribution of student membership in these schools, by state or jurisdiction: School year 2009–10

State or jurisdiction	City						Suburban					
	Large		Midsize		Small		Large		Midsize		Small	
	Number of schools	Percent of students	Number of schools	Percent of students	Number of schools	Percent of students	Number of schools	Percent of students	Number of schools	Percent of students	Number of schools	Percent of students
United States¹	12,903	15.4	5,460	6.5	6,533	7.5	21,792	29.1	2,699	3.2	1,807	2.0
Alabama	0	†	203	13.9	110	7.4	112	10.7	45	4.2	32	2.1
Alaska	79	30.4	0	†	13	3.9	0	†	0	†	10	4.2
Arizona	773	37.0	89	4.8	79	3.6	301	18.7	0	†	33	2.1
Arkansas	0	†	58	5.6	159	19.9	58	7.4	16	1.7	5	0.5
California	2,161	24.4	866	10.1	873	9.7	2,719	31.9	428	4.6	285	2.8
Colorado	329	22.1	76	4.5	105	6.9	383	27.1	24	1.2	61	4.2
Connecticut	0	†	173	14.6	149	12.9	472	43.5	115	10.6	0	†
Delaware	0	†	0	†	36	13.0	75	40.5	0	†	12	6.0
District of Columbia	216	100.0	0	†	0	†	0	†	0	†	0	†
Florida	333	7.5	294	7.2	396	9.3	1,437	42.7	264	7.3	66	1.3
Georgia	106	3.1	148	5.0	141	5.7	665	35.9	26	1.1	49	2.0
Hawaii	72	23.1	0	†	0	†	66	33.1	26	6.8	0	†
Idaho	0	†	60	11.1	94	17.0	34	7.6	0	†	40	7.8
Illinois	634	19.4	211	6.2	231	5.8	1,363	38.8	131	3.3	73	1.6
Indiana	232	13.9	67	3.5	182	10.8	311	20.4	31	1.8	26	1.3
Iowa	0	†	127	13.5	124	14.1	54	6.4	16	1.3	8	0.9
Kansas	85	9.7	122	13.3	16	1.6	112	13.2	9	1.0	2	0.1
Kentucky	178	16.3	0	†	52	3.4	122	11.1	23	1.5	22	1.9
Louisiana	91	5.5	174	14.0	127	9.1	139	11.3	75	6.5	54	4.8
Maine	0	†	0	†	50	12.5	0	†	34	8.1	23	4.0
Maryland	194	9.9	0	†	94	7.3	660	49.5	78	6.4	51	4.0
Massachusetts	147	6.4	112	6.3	143	8.3	1,046	60.4	91	4.8	2	0.1
Michigan	247	7.4	216	5.6	382	11.7	980	32.7	122	3.7	119	3.4
Minnesota	274	10.9	36	1.6	152	8.5	482	28.7	12	0.5	13	0.7
Mississippi	0	†	56	5.8	47	4.6	34	5.0	22	2.5	12	1.1
Missouri	253	10.4	71	3.6	64	3.4	426	27.6	16	1.0	30	1.7
Montana	0	†	28	10.0	34	12.7	0	†	4	1.0	7	1.8
Nebraska	184	33.7	0	†	0	†	54	10.7	6	1.1	0	†
Nevada	109	20.3	92	14.4	31	4.9	156	32.8	0	†	0	†
New Hampshire	0	†	21	8.0	20	6.3	28	7.6	41	14.8	35	8.8
New Jersey	92	3.3	0	†	177	6.7	1,873	74.5	48	1.9	34	1.4
New Mexico	145	22.9	0	†	63	10.1	49	8.7	6	0.9	10	1.5
New York	1,695	39.1	102	2.1	178	3.7	1,365	32.6	48	0.9	50	1.1
North Carolina	253	11.6	226	8.8	147	5.5	133	7.8	147	5.8	25	1.0
North Dakota	0	†	0	†	55	27.7	0	†	8	5.6	7	3.0

See notes at end of table.

Table B-8. Number of operating city, suburban, town, and rural public elementary and secondary schools with membership and percentage distribution of student membership in these schools, by state or jurisdiction: School year 2009–10—Continued

State or jurisdiction	City						Suburban					
	Large		Midsize		Small		Large		Midsize		Small	
	Number of schools	Percent of students	Number of schools	Percent of students	Number of schools	Percent of students	Number of schools	Percent of students	Number of schools	Percent of students	Number of schools	Percent of students
Ohio	539	12.7	118	2.5	196	4.8	1,082	35.3	70	1.7	96	2.4
Oklahoma	235	19.6	0	†	32	2.2	157	16.7	2	0.1	22	2.3
Oregon	124	10.9	92	9.1	114	12.5	182	18.8	46	3.9	7	0.6
Pennsylvania	407	12.5	50	1.8	145	5.1	1,066	38.2	108	3.9	103	3.4
Rhode Island	0	†	56	17.6	46	14.5	158	53.0	0	†	0	†
South Carolina	0	†	58	4.3	124	11.9	176	18.0	41	3.5	30	3.2
South Dakota	0	†	46	15.4	25	9.6	0	†	0	†	2	0.7
Tennessee	310	17.2	117	7.1	86	5.3	161	12.6	32	1.9	30	1.6
Texas	2,012	26.9	700	9.1	388	5.3	1,355	22.0	108	1.3	100	1.3
Utah	0	†	71	7.1	104	9.7	401	50.9	0	†	26	2.6
Vermont	0	†	0	†	14	6.9	0	†	20	10.3	0	†
Virginia	80	5.7	245	12.5	111	4.8	525	34.9	28	1.4	43	2.4
Washington	100	4.6	194	9.7	248	13.0	607	33.2	149	7.6	46	1.9
West Virginia	0	†	0	†	87	13.3	0	†	73	11.6	27	5.0
Wisconsin	214	10.0	85	4.7	242	12.7	213	13.4	110	6.6	73	3.8
Wyoming	0	†	0	†	47	23.9	0	†	0	†	6	1.8
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions												
DoDDS: DoDs Overseas ²	†	†	†	†	†	†	†	†	†	†	†	†
DDESS: DoDs Domestic ²	†	†	†	†	†	†	†	†	†	†	†	†
Bureau of Indian Education	†	†	†	†	†	†	†	†	†	†	†	†
American Samoa	†	†	†	†	†	†	†	†	†	†	†	†
Guam	†	†	†	†	†	†	†	†	†	†	†	†
Commonwealth of the Northern Mariana Islands	†	†	†	†	†	†	†	†	†	†	†	†
Puerto Rico	129	8.1	27	1.7	85	5.6	650	45.8	173	11.2	77	5.3
U.S. Virgin Islands	0	†	0	†	0	†	0	†	0	†	0	†

See notes at end of table.

Table B-8. Number of operating city, suburban, town, and rural public elementary and secondary schools with membership and percentage distribution of student membership in these schools, by state or jurisdiction: School year 2009–10—Continued

State or jurisdiction	Town						Rural					
	Fringe		Distant		Remote		Fringe		Distant		Remote	
	Number of schools	Percent of students	Number of schools	Percent of students	Number of schools	Percent of students	Number of schools	Percent of students	Number of schools	Percent of students	Number of schools	Percent of students
United States¹	1,865	1.9	6,687	6.3	4,649	3.8	12,547	14.8	11,349	7.1	6,903	2.4
Alabama	27	2.6	138	9.3	35	2.4	260	22.2	316	19.6	108	5.7
Alaska	0	†	33	11.0	58	12.4	42	16.7	22	3.6	248	17.8
Arizona	28	1.4	64	2.2	188	6.5	273	16.2	140	5.6	122	2.0
Arkansas	26	3.0	104	11.2	89	8.8	206	20.7	226	14.2	145	7.1
California	242	2.2	472	3.4	165	0.7	905	8.6	411	1.3	259	0.4
Colorado	36	2.8	43	2.2	150	5.9	209	15.7	131	3.7	245	3.8
Connecticut	52	3.8	8	0.6	0	†	158	13.0	23	1.0	0	†
Delaware	8	4.2	26	11.6	0	†	36	19.4	12	5.3	0	†
District of Columbia	0	†	0	†	0	†	0	†	0	†	0	†
Florida	39	0.7	177	3.7	46	0.9	562	16.4	161	2.7	21	0.3
Georgia	39	1.7	176	7.0	60	2.2	555	26.3	251	8.4	55	1.5
Hawaii	0	†	7	1.7	64	22.7	25	7.7	18	3.5	9	1.3
Idaho	14	2.2	60	7.2	83	12.0	116	21.2	98	8.0	112	6.1
Illinois	69	1.5	312	5.2	224	3.8	360	8.4	563	5.1	102	0.9
Indiana	49	2.5	267	13.2	18	0.7	347	18.5	358	12.9	12	0.4
Iowa	15	1.5	148	10.9	203	14.3	126	10.9	404	17.2	233	9.0
Kansas	22	1.9	120	9.5	202	15.7	151	15.3	211	9.0	336	9.9
Kentucky	23	2.1	145	11.2	119	9.1	248	20.8	281	15.8	124	6.8
Louisiana	23	1.5	228	13.9	49	2.8	230	16.4	209	11.5	62	2.6
Maine	9	2.1	42	9.9	38	6.9	104	20.8	215	26.9	107	8.8
Maryland	35	2.6	38	2.5	0	†	182	13.6	80	4.2	1	#
Massachusetts	26	1.1	30	0.9	0	†	189	10.9	45	0.9	0	†
Michigan	101	2.7	222	5.7	160	3.5	463	12.4	475	8.8	181	2.5
Minnesota	69	3.3	185	7.6	219	8.9	219	13.9	250	7.8	322	7.4
Mississippi	11	1.7	56	6.4	213	21.8	150	21.4	226	21.4	100	8.3
Missouri	30	1.9	181	8.8	179	8.8	270	14.9	457	11.1	321	6.9
Montana	4	1.4	0	†	135	35.1	40	7.0	135	10.8	440	20.2
Nebraska	7	1.3	37	4.6	156	18.0	73	8.3	141	8.3	367	14.0
Nevada	8	0.9	19	2.0	39	4.3	87	17.4	18	1.5	74	1.4
New Hampshire	6	1.1	48	10.9	32	5.0	98	19.6	114	14.2	40	3.5
New Jersey	55	1.5	10	0.3	0	†	246	9.5	28	0.7	0	†
New Mexico	11	1.8	35	4.3	187	21.4	118	18.3	52	3.4	169	6.7
New York	103	1.9	239	4.0	80	1.3	352	7.0	409	5.5	60	0.6
North Carolina	51	2.3	282	9.5	28	0.9	651	29.5	490	15.5	79	1.9
North Dakota	0	†	3	0.4	61	20.2	21	6.5	60	8.4	258	28.1

See notes at end of table.

Table B-8. Number of operating city, suburban, town, and rural public elementary and secondary schools with membership and percentage distribution of student membership in these schools, by state or jurisdiction: School year 2009–10—Continued

State or jurisdiction	Town						Rural					
	Fringe		Distant		Remote		Fringe		Distant		Remote	
	Number of schools	Percent of students	Number of schools	Percent of students	Number of schools	Percent of students	Number of schools	Percent of students	Number of schools	Percent of students	Number of schools	Percent of students
Ohio	124	3.2	408	10.3	15	0.4	528	15.9	540	10.5	5	0.1
Oklahoma	17	1.3	196	12.9	164	9.7	216	12.7	436	14.9	318	7.7
Oregon	70	6.3	136	11.1	132	8.9	151	10.2	131	5.1	112	2.6
Pennsylvania	96	2.8	275	8.7	44	1.2	491	14.6	343	7.3	36	0.6
Rhode Island	7	2.4	0	†	0	†	35	10.6	6	2.1	0	†
South Carolina	20	1.7	141	11.2	22	1.6	305	31.4	216	12.6	12	0.6
South Dakota	6	2.9	16	4.0	73	20.5	32	11.0	110	9.9	391	25.9
Tennessee	16	0.9	186	10.2	53	3.4	362	24.3	316	13.4	52	2.0
Texas	114	1.2	617	5.6	446	3.9	1,250	16.5	901	5.3	482	1.7
Utah	14	1.1	67	7.5	58	4.4	97	10.9	43	2.8	101	3.0
Vermont	0	†	21	11.9	27	13.9	50	18.7	123	27.5	53	10.8
Virginia	12	0.5	125	5.6	27	1.1	336	19.2	293	10.0	65	1.9
Washington	58	2.6	148	6.1	102	3.9	252	11.0	202	4.5	137	1.9
West Virginia	6	0.9	93	15.5	46	6.8	129	20.5	201	20.1	66	6.4
Wisconsin	67	3.9	303	14.8	53	2.0	214	10.9	429	11.6	221	5.4
Wyoming	0	†	0	†	107	41.1	27	9.5	29	4.9	140	18.7
Department of Defense dependents schools, Bureau of Indian Education, and other jurisdictions												
DoDDS: DoDs Overseas ²	†	†	†	†	†	†	†	†	†	†	†	†
DDESS: DoDs Domestic ²	†	†	†	†	†	†	†	†	†	†	†	†
Bureau of Indian Education	†	†	†	†	†	†	†	†	†	†	†	†
American Samoa	†	†	†	†	†	†	†	†	†	†	†	†
Guam	†	†	†	†	†	†	†	†	†	†	†	†
Commonwealth of the Northern Mariana Islands	†	†	†	†	†	†	†	†	†	†	†	†
Puerto Rico	55	3.8	0	†	0	†	301	18.3	2	#	0	†
U.S. Virgin Islands	0	†	0	†	28	93.4	2	6.0	1	0.6	0	†

† Not applicable.

Rounds to zero.

¹ U.S. totals include the 50 states and the District of Columbia.

² DoDDS and DDESS are the Department of Defense dependents schools (overseas) and the Department of Defense dependents schools (domestic), respectively.

NOTE: The operating schools in the 50 states and DC exclude schools also reported by the Bureau of Indian Education (BIE). The number of operating schools shared with the BIE include two in Arizona, one in Michigan, and eight in North Dakota. Details may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary /Secondary School Universe Survey," 2009–10, Version 1a.

Appendix C—Glossary for the Common Core of Data: School Year 2009–10

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For the CCD to have comparable data across states, all states must abide by the same standard definitions when reporting on schools, students, and staff. To ensure a common understanding, definitions for critical terms are presented below. The glossary contains definitions for all variables and terms found on the CCD school, agency, or state files.

Agency Charter Status

Indication of the relationship between the agency and associated charter schools. Categories are: all associated schools are charters; some associated schools are charter; no associated schools are charter.

Alternative Education School

A public elementary/secondary school that (1) addresses needs of students that typically cannot be met in a regular school, (2) provides nontraditional education, (3) serves as an adjunct to a regular school, or (4) falls outside the categories of regular, special education, or vocational education.

American Indian/Alaska Native

A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment (OMB directive, 1977, 1997).

American National Standards Institute (ANSI) Code

Two-digit code, assigned by the Federal Information Processing Standards, that uniquely identifies a state or other jurisdiction.

Asian

A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, Japan, Korea, Malaysia, Pakistan, the Philippine Island, Thailand, and Vietnam (OMB directive, 1997).

Asian/Pacific Islander

A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, Thailand, Vietnam, Guam, the Philippine Islands, Samoa, and other Pacific Islands (OMB directive, 1977).

Black or African American

A person having origins in any of the black racial groups of Africa (OMB directive, 1977, 1997).

Boundary Change

See “Operational Status, Agency” for definition. Name of term was changed to “Operational Status, Agency” after 1997–98.

Charter School

A school providing free public elementary and/or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority, and designated by such authority to be a charter school.

City Locale

See “Locale, Urban-Centric.”

Classroom Teacher

See “Teacher.”

Combined Statistical Area (CSA)

If an area that qualifies as a metropolitan area (MA) has more than one million people, two or more core-based statistical areas (CBSAs) may be defined within it. Each CBSA consists of a large urbanized county or cluster of counties (cities and towns in New England) that demonstrate very strong internal economic and social links, in addition to close ties to other portions of the larger area. When CBSAs are established, the larger MA of which they are component parts is designated a combined statistical area (CSA). CSAs and CBSAs are established only where local governments favor such designations for a large MA.

Congressional District Code

Congressional districts are legislatively defined subdivisions of a state for the purpose of electing representatives or delegates to the House of Representatives of the United States Congress. A state or equivalent entity may comprise a single congressional district or similar representational area. The American National Standards Institute (ANSI) provides the structure of numeric codes for representing congressional districts and similar areas defined for the various Congresses of the United States.

The Congressional District Codes are two-digit numeric codes used to represent the congressional districts of each multi-district state of the United States. For example, the First Congressional District is identified as “01,” the Second Congressional District as “02,” etc. The Congressional District in a state with only a single representative elected “at large” is designated as “00.” In the 110th Congress, this applies to Alaska, Delaware, Montana, North Dakota, South Dakota, Vermont, and Wyoming. For an entity with a nonvoting delegate—the District of Columbia, American Samoa, Guam, Puerto Rico (whose delegate is referred to as a “resident commissioner”), and the U.S. Virgin Islands—the representational area is designated as “98.” Those entities with no representation in the Congress—the Northern Mariana Islands, Palau, and the several U.S. minor outlying islands are designated as “99.”

Although congressional district codes are unique within each state and equivalent entity, and for each Congress, the congressional districts in different states may have the same code. For example, the First Congressional District of Alabama and of Arizona are both coded “01.” Since the Common Core of Data (CCD) requires the identification of congressional districts in more than one state, the congressional district code is preceded by the ANSI State numeric code. For example, the First Congressional District of Arizona is coded “0401,” with the first two digits (04) representing the ANSI State numeric code.

Core Based Statistical Area (CBSA)

If an area that qualifies as a metropolitan area (MA) has more than one million people, two or more core-based statistical areas (CBSAs) may be defined within it. Each CBSA consists of a large urbanized county or cluster of counties (cities and towns in New England) that demonstrate very strong internal economic and social links, in addition to close ties to other portions of the larger area.

County Name, Local Education Agency (LEA) File

The name of the county in which a local education agency is located. Prior to 2006–07, the county assignment was based on the counties of the schools associated with the local education agency, weighted by student enrollment.

County Name, School File

The name of the county in which a school is located.

County Number

Five-digit code, assigned by the American National Standards Institute (ANSI) that uniquely identifies every county in the United States. Digits 1 and 2 are the state ANSI code and digits 3–5 identify a county within that state.

Diploma Recipient

A student who received a diploma recognizing the completion of secondary school requirements during the previous school year and subsequent summer school. It excludes high school equivalency and other high school completers (e.g., those granted a certificate of attendance.) (See also “Graduate, High School.”)

Diploma, High School

A formal document certifying the successful completion of a secondary school program prescribed by the state education agency or other appropriate body.

District Locale Code, Metro-Centric

See “District Locale, Metro-Centric.”

District Locale Code, Urban-Centric

See “District Locale, Urban-Centric.”

District Locale, Metro-Centric

A code derived from the locale codes of schools within the district, weighted by the number of students in each locale type. The metro-centric locale assignment system was used until 2006–07. (See also, “Locale, Metro-Centric.”)

District Locale, Urban-Centric

A code derived from the locale codes of schools within the district, weighted by the number of students in each locale type. The urban-centric locale assignment system has been used starting in 2006–07. (See also, “Locale, Urban-Centric.”)

Dropout

A student who was enrolled in school at some time during the previous school year; was not enrolled at the beginning of the current school year; has not graduated from high school or completed a state- or district-approved educational program; and does not meet any of the following exclusionary conditions: has transferred to another public school district, private school, or state- or district-approved educational program; is temporarily absent due to suspension or school-approved illness; or has died. Item was first collected in 1992–93.

Education Agency

A government agency administratively responsible for providing public elementary and/or secondary instruction or educational support services.

Elementary

A general level of instruction classified by state and local practice as elementary, composed of any span of grades not above grade 8; preschool or kindergarten included only if it is an integral part of an elementary school or a regularly established school system.

Elementary Teacher

Teacher of a group or class that is within a general level of instruction classified by state and local practice as elementary. Preschool or kindergarten are included only if it is an integral part of an elementary school or a regularly established school system.

English Language Learner (ELL)

“English language learner (ELL)” was formerly referred to as “limited English proficient (LEP).” Refers to students being served in appropriate programs of language assistance (e.g., English as a Second Language, High Intensity Language Training, bilingual education). Does not include pupils enrolled in a class to learn a language other than English. Also, ELL students are individuals who were not born in the United States or whose native languages are languages other than English; individuals who are migratory, whose native language are languages other than English, and who come from environments where a language other than English is dominant; individuals who are Native Americans or Alaska Natives, or native residents of the outlying areas and who come from environments where languages other than English have a significant impact on their level of English language proficiency; and individuals who have sufficient difficulties in speaking, reading, writing, or understanding the English language to deny such individuals the ability to meet the State’s proficient level or achievement on State assessments, or the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. Item was first collected in 1998–99.

Federally-Operated Education Agency

A federally operated agency that is charged, at least in part, with providing elementary and/or secondary instruction or support services.

Free Lunch Eligible Student

A student who is eligible to participate in the Free Lunch Program under the National School Lunch Act.

Full-time Equivalency (FTE)

The amount of time required to perform an assignment stated as a proportion of a full-time position and computed by dividing the amount of time employed by the time normally required for a full-time position.

General Educational Development (GED) Test

A comprehensive test used primarily to appraise the educational development of students who have not completed their formal high school education and who may earn a high school equivalency certificate through achievement of satisfactory scores.

Grade Span Offered

The span of grades intended to be served by a school or agency, whether or not there are students currently enrolled in all grades. If a high school also has a prekindergarten program, the grade span of the high school is reported as a high school, not as a PK–12 school. Also, the ungraded designation (UG) cannot be used in a grade span unless the whole school consists of ungraded students, and in this case the grade span is reported as UGUG. “Grade span” was calculated from school membership through 1997–98 and first collected as a separate item in 1998–99.

Graduate, High School

A student who received a diploma recognizing the completion of secondary school requirements during the previous school year and subsequent summer school. It excludes high school equivalency and other high school completers (e.g., those granted a certificate of attendance). (See also, “Diploma Recipient.”)

Guidance Counselor/Director

Professional staff assigned specific duties and school time for counseling students and parents, addressing learning problems, evaluating student abilities, and assisting students in career and personal development. The state applies its own standards in apportioning the aggregate of guidance counselors/directors into the elementary and secondary level components.

Head Start Program

A federally funded program that provides comprehensive educational, social, health, and nutritional services to low-income preschool children and their families, and children from ages 3 to school entry age (i.e., the age of compulsory school attendance). Head Start students and teachers are reported on the CCD only when the program is administered by a local education agency.

High School Completion Count

A count of diploma recipients and other high school completers. Does not include high school equivalency recipients.

High School Equivalency Certificate

A formal document certifying that an individual met the state requirements for high school graduation equivalency by obtaining satisfactory scores on an approved examination, and meeting other performance requirements (if any) set by a state education agency or other appropriate body.

High School Equivalency Recipient

Individual who received a high school equivalency certificate during the previous school year or subsequent summer. The CCD reports only equivalency recipients who are 19 years of age or younger. Item was last reported on the Local Education Agency Survey in 1990–91, but was collected by the State Nonfiscal Survey through 2002–03. Beginning with the 2003–04 collection, the item was replaced by the number of individuals age 19 or younger who passed the GED examination, as reported by the GED Testing Service.

High School Graduate, Other Programs

A student who received a high school diploma, equivalency diploma, or other completion credential during the previous school year or subsequent summer school; the credential is based upon completion of other than the standard high school requirements or is achieved through nontraditional means. Term was last used in 1986–87. See “Other Diploma Recipient,” “High School Equivalency Recipient,” and “Other High School Completer.”

High School Graduate, Regular Day School

A student who received a high school diploma during the previous school year or subsequent summer school; the diploma is based upon completion of high school requirements through traditional means. Term was last used in 1986–87. See “Regular Diploma Recipient.”

Hispanic

A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race (OMB directive, 1977, 1997).

Individualized Educational Program (IEP)

A written instructional plan for students with disabilities designated as special education students under the Individuals With Disabilities Education Act (IDEA, Part B). Each plan includes a (1) statement of the child's present levels of educational performance, (2) statement of measurable annual goals, including academic and functional goals, (3) for children with disabilities who take alternate assessments aligned to alternate achievement standards, description of benchmarks or short term objectives; (4) statement of the special education and related services and supplementary aids and services; and (5) statement of any individual accommodations that are necessary to measure the academic achievement and functional performance of the child on State and districtwide assessment; and if the IEP Team determines that the child must take an alternate assessment instead of a particular regular State or districtwide assessment of student achievement, a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child.

Instructional Aide

Staff assigned to assist a teacher with routine activities associated with teaching (i.e., activities requiring minor decisions regarding students), such as monitoring, conducting rote exercises, operating equipment, and clerking. Includes only paid staff, and excludes volunteer aides.

Instructional Coordinator and Supervisor

Staff supervising instructional programs at the school district or subdistrict level, including supervisors of educational television staff; coordinators and supervisors of audiovisual services; curriculum coordinators and in-service training staff; Title I coordinators and home economics supervisors; and supervisory staff engaged in the development of computer-assisted instruction. School-based department chairpersons are excluded.

Kindergarten

A group or class that is part of a public school program and is taught during the year preceding first grade.

Kindergarten Teacher

Teacher of a group or class that is part of a public school program and is taught during the year preceding first grade.

Large City Locale

See "Locale, Metro-Centric."

Large Town Locale

See "Locale, Metro-Centric."

Latitude

Latitude is the north or south angular distance from the equator, with positive values going north and negative values going south. When combined with longitude, it reflects an estimation of where the school is physically situated on the street segment to which it was coded. Coordinate degrees, minutes, and seconds have been converted to, and are displayed in terms of, their decimal equivalent. The digits to the left of the decimal point represent the number of degrees from the equator, and the digits to the right of the decimal point represent the fraction of the degree carried

out to six decimal places. For example, if a school's latitude is 30 degrees, 30 minutes north, then it is shown as 30.500000.

Librarian or Media Specialist

A professional staff member or supervisor assigned specific duties and school time for professional library services activities. These include selecting, acquiring, preparing, cataloging, and circulating books and other printed materials; planning the use of the library by students, teachers, and instructional staff; and guiding individuals in the use of library books and material maintained separately or as a part of an instructional materials center.

Library and Media Support Staff

Staff member who renders other professional library and media services; also includes library aides and those involved in library/media support. Duties include selecting, preparing, caring for, and making available to instructional staff, equipment, films, filmstrips, transparencies, tapes, TV programs, and similar materials maintained separately or as part of an instructional materials center. Also include activities in the audiovisual center, TV studio, related work-study areas, and services provided by audiovisual personnel.

Limited-English Proficient (LEP)

See "English Language Learner (ELL)."

Local Education Agency (LEA) Administrative Support Staff

Staff members providing direct support to LEA administrators, business office support, data processing, secretarial and other clerical staff.

Local Education Agency (LEA) Administrator

Chief executive officers of education agencies, including superintendents, deputies, and assistant superintendents; other persons with districtwide responsibilities, e.g., business managers and professional instructional support staff. Excludes supervisors of instructional or student support staff.

Local Education Agency ID

Seven-digit code assigned by NCES that uniquely identifies each local education agency. Digits 1 and 2 are the ANSI state code; digits 3–7 are assigned by NCES and unique within a state.

Local Education Agency Type

A classification of educational agencies according to the level of administrative and operational control. The types are (1) local school district that is not a component of a supervisory union; (2) local school district that is a component of a supervisory union; (3) supervisory union administrative center; (4) regional education services agency; (5) state-operated agency; (6) federally-operated agency; (7) charter agency; and (8) other education agencies.

Locale Code, Metro-Centric

See "Locale, Metro-Centric."

Locale Code, Urban-Centric

See "Locale, Urban-Centric."

Locale, Metro-Centric

An indication of school's location relative to a populous area. The locales assigned to school districts are based on the locale code of their schools, weighted by the size of the schools' membership. The metro-centric locale assignment system was used from 1998–99 through 2005–06.

The locale code categories are defined below.

Large city: A principal city of a metropolitan core based statistical area (CBSA), with the city having a population greater than or equal to 250,000.

Midsize city: A principal city of a metropolitan CBSA, with the city having a population less than 250,000.

Urban fringe of a large city: Any incorporated place, Census-designated place, or non-place territory within a metropolitan CBSA of a large city and defined as urban by the Census Bureau.

Urban fringe of a midsize city: Any incorporated place, Census-designated place, or non-place territory within a metropolitan CBSA of a midsize city and defined as urban by the Census Bureau.

Large town: An incorporated place or Census-designated place with a population greater than or equal to 25,000 and located outside a metropolitan CBSA or inside a micropolitan CBSA.

Small town: An incorporated place or Census-designated place with a population less than 25,000 and greater than or equal to 2,500 and located outside a metropolitan CBSA or inside a micropolitan CBSA.

Rural, outside CBSA: Any incorporated place, Census-designated place, or non-place territory not within a metropolitan CBSA or within a micropolitan CBSA and defined as rural by the Census Bureau.

Rural, inside CBSA: Any incorporated place, Census-designated place, or non-place territory within a metropolitan CBSA and defined as rural by the Census Bureau.

Locale, Urban-Centric

An indication of school's location relative to a populous area. The locales assigned to school districts are based on the locale code of their schools, weighted by the size of the schools' membership. The urban-centric locale assignment system has been used starting in 2006–07.

The locale code categories are defined below.

City, Large: Territory inside an urbanized area and inside a principal city with population of 250,000 or more.

City, Midsize: Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000.

City, Small: Territory inside an urbanized area and inside a principal city with population less than 100,000.

Suburb, Large: Territory outside a principal city and inside an urbanized area with population of 250,000 or more.

Suburb, Midsize: Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000.

Suburb, Small: Territory outside a principal city and inside an urbanized area with population less than 100,000.

Town, Fringe: Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.

Town, Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.

Town, Remote: Territory inside an urban cluster that is more than 35 miles of an urbanized area.

Rural, Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.

Rural, Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.

Rural, Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

Longitude

Longitude is the east or west angular distance from the prime meridian, with positive values going east and negative values going west. When combined with latitude, it reflects an estimation of where the school is physically situated on the street segment to which it was coded. Coordinate degrees, minutes, and seconds have been converted to, and are displayed in terms of, their decimal equivalent. The digits to the left of the decimal point represent the number of degrees from the prime meridian. The digits to the right of the decimal point represent the fraction of the next degree carried out to six decimal places. For example, if a school's longitude is 90 degrees, 15 minutes west, then it is shown as -90.250000.

Magnet School or Program

A special school or program designed to attract students of different racial/ethnic backgrounds for the purpose of reducing, preventing, or eliminating racial isolation (50 percent or more minority enrollment); and/or to provide an academic or social focus on a particular theme (e.g., science/math, performing arts, gifted/talented, or foreign language).

Media Specialist

See "Library and Media Support Staff."

Membership

The count of students on the current roll taken on the school day closest to October 1, by using either the sum of original entries and re-entries minus total withdrawals or the sum of the total present and the total absent.

Metropolitan Statistical Area (MSA)

An area consisting of one or more contiguous counties (cities and towns in New England) that contain a core area with a large population nucleus, as well as adjacent communities having a high degree of economic and social integration with that core.

Metropolitan Status (Metro Status)

Metro status is defined as the classification of the reported location of an education agency's administrative office relative to a metropolitan statistical area. (See also "Metropolitan Statistical Area.")

Micropolitan Statistical Area

A core based statistical area associated with at least one urban cluster that has a population of at least 10,000 but less than 50,000. The micropolitan statistical area comprises the central county or counties that contain the core, plus adjacent outlying counties having a high degree of social and economic integration with the central county as measured through commuting.

Midsize City Locale

See "Locale, Metro-Centric."

Migrant Student

Children who are, or whose parents or spouses are, migratory agricultural workers, including migratory dairy workers, or migratory fishers, and who, in the preceding 36 months, in order to obtain, or accompany such parents or spouses, in order to obtain, temporary or seasonal employment in agricultural or fishing work (a) have moved from one local education agency (LEA) to another; (b) in a state that comprises a single LEA, have moved from one administrative area to another within such LEA; or (c) reside in an LEA of more than 15,000 square miles, and migrate a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

Native Hawaiian or Other Pacific Islander

A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands (OMB directive, 1997).

Officials and Administrators

See “Local Education Agency Administrator.”

Operational Status, Agency

Classification of the operational conditions or changes in an education agency’s boundaries or jurisdiction. Classifications include currently operational; closed; new; added; changed boundry; temporarily closed and may reopen within 3 years; scheduled to be operational within 2 years; and reopened. Prior to 1998–99, the term “Boundary Change” was used.

Operational Status, School

Classification of the operational condition of a school. Classifications include currently operational; closed; new; added; changed agency; temporarily closed and may reopen within 3 years; scheduled to be operational within 2 years; and reopened.

Other Diploma Recipient

A student who received a diploma through other than a regular school program during the previous school year or subsequent summer. Last reported in 1997–98; combined with “Regular Diploma Recipient” in 1998–99, with both categories reported as “Diploma Recipient.”

Other High School Completer

Student who has received a certificate of attendance or other certificate of completion in lieu of a diploma during the previous school year and subsequent summer school.

Other Support Staff

Support staff not reported in instructional or student support. Include employees such as plant and equipment maintenance, bus drivers, security, and food service workers.

Prekindergarten Student

A student who is enrolled in a group or class that is part of a public school program taught during the year or years preceding kindergarten, excluding Head Start students unless part of an authorized public education program of a local education agency.

Prekindergarten Teacher

Teacher of a group or class that is part of a public school program that is taught during the year or years preceding kindergarten; includes teachers of Head Start students if part of an authorized public education program of a local education agency.

Public School

An institution that provides educational services and: (1) has one or more grade groups (prekindergarten through grade 12) or is ungraded; (2) has one or more teachers to give instruction; (3) is located in one or more buildings or sites; (4) has an assigned administrator; (5) receives public funds as primary support; and (6) is operated by an education agency.

Reduced-Price-Lunch Eligible Student

A student who is eligible to participate in the Reduced-Price Lunch Program under the National School Lunch Act.

Regional Education Service Agency

An agency created for the purposes of providing specialized educational services to other education agencies.

Regular Diploma Recipient

See “High School Graduate, Regular Day School.” Last reported in 1997–98; combined with “Other Diploma Recipient” in 1998–99, with both categories reported as “Diploma Recipient.”

Regular School

A public elementary/secondary school providing instruction and education services that does not focus primarily on special education, vocational/technical education, or alternative education, or on any of the particular themes associated with magnet/special program emphasis schools.

Reportable Program

A program within a school that may be self-contained, but does not have its own principal.

Rural Locale

See “Locale, Urban-Centric.”

Rural, Inside CBSA

See “Locale, Metro-Centric.”

Rural, Outside CBSA

See “Locale, Metro-Centric.”

School Administrative Support Staff

Staff whose activities are concerned with support of the teaching and administrative duties of the office of the principal or department chairpersons. Category includes clerical staff and secretaries.

School Administrator

Staff whose activities are concerned with directing and managing the operation of a particular school. Category includes principals, assistant principals, and other assistants; and persons who supervise school operations, assign duties to staff members, supervise and maintain the records of the school, and coordinate school instructional activities with those of the education agency, including department chairpersons.

School District

An education agency or administrative unit that operates under a public board of education.

School Identification (ID) Number

Twelve-digit code assigned by NCES that uniquely identifies each public school. Digits 1 and 2 are the ANSI state code; digits 3–7 are the LEA ID; and digits 8–12 identify the school uniquely within a state.

Schoolwide Title I Eligible School

A school that is a Title I eligible school and its percentage of low-income students is at least 40 percent. (See also “Title I Eligible School.”)

Secondary

The general level of instruction classified by state and local practice as secondary and composed of any span of grades beginning with the next grade following the elementary grades and ending with or below grade 12.

Secondary Teacher

Teacher of a group or class that is within the general level of instruction classified by state and local practice as secondary.

Shared Time School

A school in which some or all of the students are enrolled at a different school of record and attend the shared time school on a part-day basis: for example, a regional vocational center attended by students from multiple high schools on a part-day basis.

Small Town Locale

See “Locale, Metro-Centric.”

Special Education School

A public elementary/secondary school that focuses primarily on special education—including instruction for any of the following students with: autism, deaf-blindness, developmental delay, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, serious emotional disturbance, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, and other health impairments—and that adapts curriculum, materials, or instruction for students served.

State Education Agency (SEA)

An agency of the state charged with primary responsibility for coordinating and supervising public instruction, including setting standards for elementary and secondary instructional programs.

State, Federal, and Other Agencies

Include stated operated agency, federally operated agency, and other education agency. (See also “State Operated Agency,” “Federally Operated Agency,” and “Other Education Agency.”)

State-Operated Agency

Agency that is charged, at least in part, with providing elementary and/or secondary instruction or support services. Examples include elementary/secondary programs operated by the state for the deaf or blind; and programs operated by state correctional facilities.

Student

An individual for whom instruction is provided in an elementary or secondary education program that is not an adult education program and is under the jurisdiction of a school, school system, or other education institution.

Student Support Services Staff

Professional staff members whose activities are concerned with the direct support of students and who nurture, but do not instruct, students. Includes attendance officers; staff providing health, psychology, speech pathology, audiology, or social services; and supervisors of the preceding staff and of health, transportation, and food service workers.

Suburb Locale

See “Locale, Urban-Centric.”

Supervisory Union

An education agency where administrative services are performed for more than one school district by a common superintendent.

Teacher

A professional school staff member who instructs students in prekindergarten, kindergarten, grades 1–12, or ungraded classes and maintains daily student attendance records.

Teacher of Ungraded Class

Teacher of a group or class that is not organized on the basis of grade grouping and has no standard grade designation. This includes regular classes that have no grade designations and special classes for exceptional students that have no grade designations. Such a class is likely to contain students of different ages who, frequently, are identified according to level of performance in one or more areas of instruction rather than according to grade level or age level.

Title I Eligible School

A Title I eligible school is a school designated under appropriate state and federal regulations as being high poverty and eligible for participation in programs authorized by Title I of P.L. 107-110. A Title I eligible school is one in which the percentage of children from low-income families is at least as high as the percentage of children from low-income families served by the LEA as a whole or that the LEA has designated as Title I eligible because 35 percent or more of the children are from low-income families.

Town Locale

See “Locale, Urban-Centric.”

Two or More Races

A person choosing more than one of the five race categories (OMB directive, 1997).

Ungraded Student

Individual assigned to class or program that does not have standard grade designations.

Urban Fringe of a Large City Locale

See “Locale, Metro-Centric.”

Urbanized Area

An area that is a densely settled core with a population concentration of at least 50,000.

Vocational Education School

A public elementary/secondary school that focuses primarily on providing formal preparation for semiskilled, skilled, technical, or professional occupations for high school-age students who have opted to develop or expand their employment opportunities, often in lieu of preparing for college entry.

White

A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (OMB directive, 1977, 1997).

Appendix D—State Notes for the Common Core of Data: School Year 2009–10

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APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

Table D-1. States with missing or not applicable values for all records in the Common Core of Data (CCD) Public Elementary/Secondary School Universe Survey, by variable: School year 2009–10

Variable	Label	Missing	Not applicable
FTE09	Classroom teachers	American Samoa, Department of Defense Domestic, Guam.	None.
TITLEI09	Title I eligible schools	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam, Commonwealth of the Northern Mariana Islands, Virgin Islands.	None.
STITLI09	School wide Title I	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam, Commonwealth of the Northern Mariana Islands, Virgin Islands.	None.
MAGNET09	Magnet school indicator	Massachusetts, American Samoa.	Arizona, Hawaii, Iowa, Montana, Nebraska, New Hampshire, New Jersey, North Dakota, Ohio, Oklahoma, Oregon, Rhode Island, South Carolina, South Dakota, Texas, Washington, West Virginia, Wyoming, Department of Defense Overseas, Bureau of Indian Education, Department of Defense Domestic, Commonwealth of the Northern Mariana Islands, Puerto Rico.
CHARTR09	Charter school indicator	American Samoa.	Alabama, Kentucky, Maine, Montana, Nebraska, North Dakota, South Dakota, Vermont, Washington, West Virginia, Department of Defense Overseas, Bureau of Indian Education, Department of Defense Domestic, Commonwealth of the Northern Mariana Islands, Puerto Rico, Virgin Islands.

See notes at end of table.

APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

Table D-1. States with missing or not applicable values for all records in the Common Core of Data (CCD) Public Elementary/Secondary School Universe Survey, by variable: School year 2009–10—Continued

Variable	Label	Missing	Not applicable
SHARED09	Shared time school indicator	Texas.	None.
FRELCH09	Free lunch eligible students	Department of Defense Domestic, Bureau of Indian Education, American Samoa, Department of Defense Overseas, Guam.	None.
REDLCH09	Reduced-price lunch eligible students	Department of Defense Domestic, Bureau of Indian Education, American Samoa, Department of Defense Overseas, Guam, Virgin Islands.	None.
TOTFRL09	Total of free and reduced-lunch eligible	Department of Defense Domestic, Bureau of Indian Education, American Samoa, Department of Defense Overseas, Guam.	None.
PK09	PK students – total	California, Michigan, Oregon, Department of Defense Overseas, Department of Defense Domestic, Guam, Virgin Islands.	American Samoa.
KG09	KG students – total	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G0109	Grade 1 students – total	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.

See notes at end of table.

APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

Table D-1. States with missing or not applicable values for all records in the Common Core of Data (CCD) Public Elementary/Secondary School Universe Survey, by variable: School year 2009–10—Continued

Variable	Label	Missing	Not applicable
G0209	Grade 2 students – total	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G0309	Grade 3 students – total	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G0409	Grade 4 students – total	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G0509	Grade 5 students – total	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G0609	Grade 6 students – total	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G0709	Grade 7 students – total	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G0809	Grade 8 students – total	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.

See notes at end of table.

APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

Table D-1. States with missing or not applicable values for all records in the Common Core of Data (CCD) Public Elementary/Secondary School Universe Survey, by variable: School year 2009–10—Continued

Variable	Label	Missing	Not applicable
G0909	Grade 9 students – total	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G1009	Grade 10 students – total	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G1109	Grade 11 students – total	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G1209	Grade 12 students –total	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
UG09	Ungraded students – total	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	Alabama, Alaska, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Louisiana, Maine, Maryland, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New Mexico, North Dakota, Ohio, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming, Bureau of Indian Education, Virgin Islands.

See notes at end of table.

APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

Table D-1. States with missing or not applicable values for all records in the Common Core of Data (CCD) Public Elementary/Secondary School Universe Survey, by variable: School year 2009–10—Continued

Variable	Label	Missing	Not applicable
MEMBER09	All students – total	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
AM09	All students – American Indian/ Alaska Native	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	Commonwealth of the Northern Mariana Islands.
ASIAN09	All students – Asian	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	Bureau of Indian Education.
HISP09	All students – Hispanic	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	Bureau of Indian Education, Commonwealth of the Northern Mariana Islands.
BLACK09	All students – Black	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	Bureau of Indian Education, Commonwealth of the Northern Mariana Islands.
WHITE09	All students – White	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	Bureau of Indian Education.

See notes at end of table.

APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

Table D-1. States with missing or not applicable values for all records in the Common Core of Data (CCD) Public Elementary/Secondary School Universe Survey, by variable: School year 2009–10—Continued

Variable	Label	Missing	Not applicable
PACIFIC09	All students – Hawaiian Native/ Pacific Islander	None.	Alabama, Arizona, Colorado, Connecticut, Delaware, District of Columbia, Florida, Hawaii, Idaho, Illinois, Indiana, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Missouri, Montana, Nebraska, Nevada, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, Washington, Wisconsin, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam, Commonwealth of the Northern Mariana Islands, Puerto Rico, Virgin Islands.
TR09	All students – Two or more races	None.	Alabama, Arizona, Colorado, Connecticut, Delaware, District of Columbia, Florida, Hawaii, Idaho, Illinois, Indiana, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Missouri, Montana, Nebraska, Nevada, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, Washington, Wisconsin, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam, Commonwealth of the Northern Mariana Islands, Puerto Rico, Virgin Islands.
PUPTCH09	Pupil teacher ratio	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2009–10, Version 1a.

APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

Table D-2. States with missing or not applicable values for all records in the Common Core of Data (CCD)
Local Education Agency (LEA) Universe Survey, by variable: School year 2009–10

Variable	Label	Missing	Not applicable
UG09	Ungraded students	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	Alabama, Alaska, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Louisiana, Maine, Maryland, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New Mexico, North Dakota, Ohio, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming, Bureau of Indian Education, Virgin Islands.
PK1209	PK-12 students	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
MEMBER09	Calculated total student membership	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
SPECED09	Special education – individualized education plan	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
ELL09	English language learner students	Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam, Virgin Islands.	None.

See notes at end of table.

APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

Table D-2. States with missing or not applicable values for all records in the Common Core of Data (CCD)
Local Education Agency (LEA) Universe Survey, by variable: School year 2009–10—Continued

Variable	Label	Missing	Not applicable
PKTCH09	Teachers - prekindergarten	California, Montana, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam, Commonwealth of the Northern Mariana Islands, Virgin Islands.	None.
KGTCCH09	Teachers - kindergarten	California, Hawaii, Montana, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam, Puerto Rico.	None.
ELMTCH09	Teachers - elementary	Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
SECTCH09	Teachers - secondary	Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
UGTCH09	Teachers - ungraded	Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	Alabama, Alaska, Arizona, California, Colorado, Delaware, Idaho, Iowa, Louisiana, Maine, Maryland, Massachusetts, Missouri, Montana, Nebraska, New Hampshire, North Dakota, Oklahoma, Oregon, Rhode Island, South Carolina, Virginia, West Virginia, Wyoming.
TOTTCH09	Teachers - total	Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.

See notes at end of table.

APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

Table D-2. States with missing or not applicable values for all records in the Common Core of Data (CCD)
Local Education Agency (LEA) Universe Survey, by variable: School year 2009–10—Continued

Variable	Label	Missing	Not applicable
AIDES09	Instructional aides/ paraprofessionals	Alabama, Illinois, Nevada, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
CORSUP09	Instructional coordinators and supervisors	Alabama, Alaska, California, Nevada, New Hampshire, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
ELMGUI09	Guidance counselors - elementary	California, Kentucky, North Dakota, Ohio, Oregon, South Dakota, Texas, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam, Puerto Rico.	None.
SECGUI09	Guidance counselors - secondary	California, Kentucky, North Dakota, Ohio, Oregon, South Dakota, Texas, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam, Puerto Rico.	None.

See notes at end of table.

APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

Table D-2. States with missing or not applicable values for all records in the Common Core of Data (CCD)
Local Education Agency (LEA) Universe Survey, by variable: School year 2009–10—Continued

Variable	Label	Missing	Not applicable
OTHGUI09	Guidance counselors – other	Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	Alaska, Arizona, Arkansas, California, Connecticut, Delaware, Georgia, Hawaii, Idaho, Indiana, Iowa, Kansas, Louisiana, Maryland, Massachusetts, Minnesota, Mississippi, Nebraska, New Hampshire, New Jersey, New York, North Carolina, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Utah, Vermont, Washington, West Virginia, Wyoming, Commonwealth of the Northern Mariana Islands.
TOTGUI09	Guidance counselors - total	California, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
LIBSPE09	Librarians/media specialists	California, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam, Commonwealth of the Northern Mariana Islands.	None.
LIBSUP09	Librarians/media support staff	California, Illinois, Montana, Nevada, New Jersey, West Virginia, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
LEAADM09	LEA administrators	Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.

See notes at end of table.

APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

Table D-2. States with missing or not applicable values for all records in the Common Core of Data (CCD)
Local Education Agency (LEA) Universe Survey, by variable: School year 2009–10—Continued

Variable	Label	Missing	Not applicable
LEASUP09	LEA administrative support staff	California, Illinois, Montana, Nevada, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
SCHADM09	School administrators	Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
SCHSUP09	School administrative support staff	California, Illinois, Montana, Nevada, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
STUSUP09	Student support services staff	New Hampshire, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
OTHSUP09	All other support staff	Illinois, Montana, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Local Education Agency Universe Survey,” 2009–10, Version 1a.

APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

Table D-3. States with missing or not applicable values for all records in the Common Core of Data (CCD) State Nonfiscal Survey of Public Elementary/Secondary Education, by variable: School year 2009–10

Variable	Label	Missing	Not applicable
PKTCH	Prekindergarten teachers	California, Montana, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam, Commonwealth of the Northern Mariana Islands, Virgin Islands.	None.
KGTCH	Kindergarten teachers	California, Hawaii, Montana, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam, Puerto Rico.	None.
ELMTCH	Elementary teachers	Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
SECTCH	Secondary teachers	Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
UGTCH	Teachers of ungraded classes	Department of Defense Overseas, Bureau of Indian Education, Department of Defense Domestic.	Alabama, Alaska, Arizona, California, Colorado, Delaware, Idaho, Iowa, Louisiana, Maine, Maryland, Massachusetts, Missouri, Montana, Nebraska, New Hampshire, North Dakota, Oklahoma, Oregon, Rhode Island, South Carolina, Virginia, West Virginia, Wyoming, American Samoa, Guam.

See notes at end of table.

APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

Table D-3. States with missing or not applicable values for all records in the Common Core of Data (CCD) State Nonfiscal Survey of Public Elementary/Secondary Education, by variable: School year 2009–10
—Continued

Variable	Label	Missing	Not applicable
TOTTCH	Total full-time-equivalent (FTE) teachers	Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
AIDES	Instructional aides	Illinois, Nevada, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
CORSUP	Instructional coordinators & supervisors	Alaska, California, Nevada, New Hampshire, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
ELMGUI	Elementary guidance counselors/directors	California, Kentucky, North Dakota, Ohio, Oregon, South Dakota, Texas, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam, Puerto Rico.	None.
SECGUI	Secondary guidance counselors/directors	California, Kentucky, North Dakota, Ohio, Oregon, South Dakota, Texas, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam, Puerto Rico.	None.

See notes at end of table.

APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

Table D-3. States with missing or not applicable values for all records in the Common Core of Data (CCD) State Nonfiscal Survey of Public Elementary/Secondary Education, by variable: School year 2009–10
—Continued

Variable	Label	Missing	Not applicable
OTHGUI	Other guidance counselors/directors	Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	Alabama, Alaska, Arizona, California, Connecticut, Delaware, Georgia, Hawaii, Idaho, Indiana, Iowa, Kansas, Louisiana, Maryland, Massachusetts, Minnesota, Mississippi, Nebraska, New Hampshire, New Jersey, New York, North Carolina, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Utah, Vermont, Washington, West Virginia, Wyoming, Commonwealth of the Northern Mariana Islands.
TOTGUI	Total guidance counselors/directors	California, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
LIBSPE	Librarians	California, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	Commonwealth of the Northern Mariana Islands.
LIBSUP	Library support staff	California, Illinois, Montana, Nevada, New Jersey, West Virginia, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.

See notes at end of table.

APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

Table D-3. States with missing or not applicable values for all records in the Common Core of Data (CCD) State Nonfiscal Survey of Public Elementary/Secondary Education, by variable: School year 2009–10
—Continued

Variable	Label	Missing	Not applicable
LEAADM	Local education agency (LEA) administrators	Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
LEASUP	Administrative support staff	California, Illinois, Montana, Nevada, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
SCHADM	School administrators	Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
SCHSUP	School support staff	California, Illinois, Montana, Nevada, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
STUSUP	Student support services	New Hampshire, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
OTHSUP	All other support services staff	Illinois, Montana, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam.	None.
PK	Prekindergarten students	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	Virgin Islands.
KG	Kindergarten students	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.

See notes at end of table.

APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

Table D-3. States with missing or not applicable values for all records in the Common Core of Data (CCD) State Nonfiscal Survey of Public Elementary/Secondary Education, by variable: School year 2009–10
—Continued

Variable	Label	Missing	Not applicable
G01	Grade 1 students	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G02	Grade 2 students	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G03	Grade 3 students	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G04	Grade 4 students	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G05	Grade 5 students	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G06	Grade 6 students	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G07	Grade 7 students	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G08	Grade 8 students	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G09	Grade 9 students	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G10	Grade 10 students	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
G11	Grade 11 students	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.

See notes at end of table.

APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

Table D-3. States with missing or not applicable values for all records in the Common Core of Data (CCD) State Nonfiscal Survey of Public Elementary/Secondary Education, by variable: School year 2009–10
—Continued

Variable	Label	Missing	Not applicable
G12	Grade 12 students	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
UG	Ungraded students	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	Alabama, Alaska, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Louisiana, Maine, Maryland, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New Mexico, North Dakota, Ohio, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming, Bureau of Indian Education, Virgin Islands.
MEMBER	Total students	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
AM	Total students – American Indian/Alaska Native	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
AS	Total students – Asian	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
HI	Total students – Hispanic	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
BL	Total students – Black	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.

See notes at end of table.

APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

Table D-3. States with missing or not applicable values for all records in the Common Core of Data (CCD) State Nonfiscal Survey of Public Elementary/Secondary Education, by variable: School year 2009–10
—Continued

Variable	Label	Missing	Not applicable
WH	Total students – White	Department of Defense Overseas, American Samoa, Department of Defense Domestic, Guam.	None.
HP	Total students – Hawaiian Native/Pacific Islander	None.	Alabama, Arizona, Colorado, Connecticut, Delaware, District of Columbia, Florida, Hawaii, Idaho, Illinois, Indiana, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Missouri, Montana, Nebraska, Nevada, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, Washington, Wisconsin, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam, Commonwealth of the Northern Mariana Islands, Puerto Rico, Virgin Islands.
TR	Total students – Two or more races	None.	Alabama, Arizona, Colorado, Connecticut, Delaware, District of Columbia, Florida, Hawaii, Idaho, Illinois, Indiana, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Missouri, Montana, Nebraska, Nevada, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, Washington, Wisconsin, Department of Defense Overseas, Bureau of Indian Education, American Samoa, Department of Defense Domestic, Guam, Commonwealth of the Northern Mariana Islands, Puerto Rico, Virgin Islands.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 2009–10, Version 1a.

APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

The following text provides information on known anomalies and comments for data users for individual states.

Alabama

None.

Alaska

None.

Arizona

Arizona only includes the preschool students who are fundable through the state in their counts of prekindergarten (PK) students.

Arkansas

None.

California

There are 35 schools and 2 local education agencies (LEAs) with a value of “M” (Missing) for ULOCAL09, CDCCODE09, CONAME09, CONUM09 because the state reported those schools and LEAs after the CCD files had undergone geocode processing.

Colorado

State reported special education student counts at the administrative units that are responsible for federal Individuals with Disabilities Education Act (IDEA) funds.

Connecticut

None.

Delaware

None.

District of Columbia

None.

Florida

None.

Georgia

None.

Hawaii

None.

Idaho

There are four schools with a value of “M” (Missing) for ULOCAL09, CDCCODE09, CONAME09, CONUM09 because state reported changes in directory information for those schools after the CCD files had undergone geocode processing.

APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

Illinois

There is one school with a value of “M” (Missing) for ULOCAL09, CDCCODE09, CONAME09, CONUM09 because state reported changes in directory information for that school after the CCD files had undergone geocode processing.

Illinois has a substantial decrease in the number of instructional coordinators from the prior year. The state explained that some school-level staff could have been inadvertently report in the prior year and districts have cut back on these district-level instructional coordinator/supervisor position due to lack of funding.

Indiana

None.

Iowa

None.

Kansas

Kansas re-mapped some of the staff data in their data system and this resulted in data fluctuations in the counts of instructional coordinators, student/other support staff, and administrative support staff compared to the prior year.

Kentucky

The reporting of PK students is not mandatory in Kentucky. Because of this, there are fluctuations in the state’s count of PK students from year to year.

Louisiana

None.

Maine

None.

Maryland

None.

Massachusetts

None.

Michigan

There are 37 schools with a value of “M” (Missing) for ULOCAL09, CDCCODE09, CONAME09, CONUM09 because state reported changes in directory information for those schools after the CCD files had undergone geocode processing.

Minnesota

None.

Mississippi

None.

Missouri

None.

APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

Montana

None.

Nebraska

None.

Nevada

None.

New Hampshire

None.

New Jersey

None.

New Mexico

None.

New York

New York City Public Schools—The New York City Public Schools agency has been assigned a supervisory union number and its component sub-districts are identified as components of the supervisory union. The supervisory union component number can be used in aggregating data to a single observation for the New York City Public Schools district.

APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

Table D-4. Local education agency identification numbers (LEAID) used in the Common Core of Data (CCD) for the 33 geographic districts associated with the New York City Public Schools district: School year 2009–10

Name of district	CCD LEAID
New York City Geographic District # 1	3600076
New York City Geographic District # 2	3600077
New York City Geographic District # 3	3600078
New York City Geographic District # 4	3600079
New York City Geographic District # 5	3600081
New York City Geographic District # 6	3600083
New York City Geographic District # 7	3600084
New York City Geographic District # 8	3600085
New York City Geographic District # 9	3600086
New York City Geographic District #10	3600087
New York City Geographic District #11	3600088
New York City Geographic District #12	3600090
New York City Geographic District #13	3600091
New York City Geographic District #14	3600119
New York City Geographic District #15	3600092
New York City Geographic District #16	3600094
New York City Geographic District #17	3600095
New York City Geographic District #18	3600096
New York City Geographic District #19	3600120
New York City Geographic District #20	3600151
New York City Geographic District #21	3600152
New York City Geographic District #22	3600153
New York City Geographic District #23	3600121
New York City Geographic District #24	3600098
New York City Geographic District #25	3600122
New York City Geographic District #26	3600099
New York City Geographic District #27	3600123
New York City Geographic District #28	3600100
New York City Geographic District #29	3600101
New York City Geographic District #30	3600102
New York City Geographic District #31	3600103
New York City Geographic District #32	3600097
Nyc Special Schools District 75	3600135

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2009–10, Version 1a.

North Carolina

North Carolina has a substantial decrease in the number of instructional coordinators from the prior year. The state explained that the corresponding data in the prior year was incorrect.

North Dakota

None.

Ohio

None.

Oklahoma

None.

APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

Oregon

The total student membership on the school level file is 5.2 percent less than the total student membership on the state level file. The discrepancy is due to the missing data in prekindergarten count on the school level file.

Pennsylvania

There are 5 schools with a value of “M” (Missing) for ULOCAL09, CDCCODE09, CONAME09, CONUM09 because state reported changes in directory information for those schools after the CCD files had undergone geocode processing.

Rhode Island

None.

South Carolina

None.

South Dakota

None.

Tennessee

None.

Texas

None.

Utah

None.

Vermont

State reported four private schools/LEAs in prior year data files and those schools/LEAs were removed from 2009–10 data files. The removal resulted in a decrease in student membership from 90,106 (school year 2008–09) to 86,137 (school year 2009–10). The total student membership on the school level file is 7.3 percent less than the total student membership on the LEA and state level files. The discrepancies are due to 1) state reported a student membership in the school the student attends, but reported a student’s membership in the LEA that is financially responsible for the student, and 2) some supervisory unions ran prekindergarten programs so students were reported in the supervisory unions that only appear on the LEA file.

Virginia

None.

Washington

None.

West Virginia

None.

Wisconsin

None.

APPENDIX D—State Notes for the Common Core of Data: School Year 2009–10

Wyoming

None.

Bureau of Indian Education (BIE)

None.

Department of Defense Dependents (overseas) Schools

Department of Defense Dependents (overseas) Schools did not submit data for the 2009–10 school year.

Department of Defense Dependents (domestic) Schools

Department of Defense Dependents (domestic) Schools did not submit data for the 2009–10 school year.

American Samoa

American Samoa did not submit data for the 2009–10 school year.

Guam

Guam did not submit data for the 2009–10 school year.

Commonwealth of the Northern Mariana Islands

None.

Puerto Rico

None.

U.S. Virgin Islands

None.



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